

SCHOOL AND COMMUNITY

VOL. XXIV No. 7

OCTOBER, 1938

Missouri State
Teachers Association
Columbia, Mo.

*Fantastic forms:
as such are seen
Sketched on the sky
at Hallowe'en.*



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor and Manager; INKS FRANKLIN, Associate Editor

Vol. XXIV

OCTOBER, 1938.

No. 7

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

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—writes a West Virginia teacher



No phase of present-day classroom work is better planned or executed than the dental health lessons children receive. Even in the primary grades, youngsters are being taught that *care of the gums* as well as *care of the teeth* is needed to help guard the future brightness and sparkle of their smiles.



This wise young man is starting now to help safeguard his future oral health—by practicing at home the gum massage lesson he learned in school.



Because today's tender, creamy foods require no vigorous chewing, gums are deprived of the stimulating exercise nature intended them to have.

Through the splendid efforts of health-minded teachers, thousands of youngsters are learning to help safeguard their smiles

MODERN TEACHERS the country over show keen interest in classroom health programs. Many of them, with the hearty approval of dentists, conduct oral health drills—explain to pupils how care of the teeth *and* gums will help to protect the brightness of their smiles.

Today's soft foods cheat gums of vigorous exercise. Gums tend to become weak, sensitive—often they leave that warning tinge of "pink" on your tooth brush.

Modern gums need extra care, need the stimulation of massage. The technique of gum massage, teachers find, is easily and simply taught. The index finger is placed *on the outside* of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Gums respond to this exercise with new, healthier soundness.

As an aid in gum massage, Ipana is particularly helpful. For Ipana is especially designed not only to keep teeth sparkingly bright, but with massage to help keep gums firmer and healthier.

Send for our Classroom Helps... An attractive colored wall chart entitled "Why Do Teeth Ache?", 8-point hygiene check-up records and complete outline for a school-wide "Good Teeth" Contest are available. Write us, giving name of your school, principal or superintendent, grade and number of pupils. Bristol-Myers Co., Educational Dept., 636 Fifth Ave., New York City.

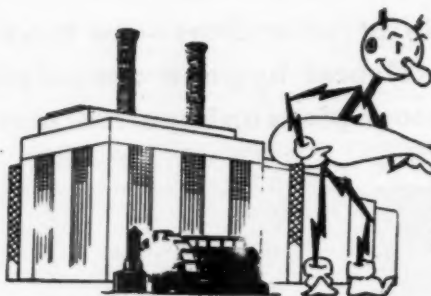


Published in the Interest of Better Health
by BRISTOL-MYERS CO., New York

ESTABLISHED 1887

\$2,330,015.71

**Was
Our
Tax Bill
For
1937**



That went for support of

County, State and Municipalities\$1,121,257.24

Federal Government 1,208,758.47

Total\$2,330,015.71

It is estimated that from this amount \$512,125.00 has gone toward the support of the schools of Missouri.

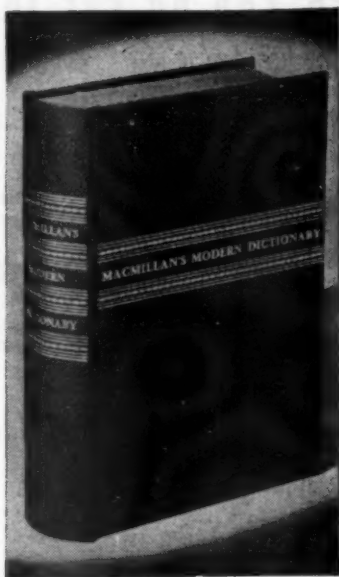
We are glad to be able to help support such vital departments of government as: education, health, fire, police, sanitation, etc., to the extent of 13.16% of our earnings. However, when the question of municipally owned plants arises it is only fair to remember that the investor owned public utilities of this State lighten your tax burden by approximately \$8,000,-000 each year.



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Listed by the A. L. A.

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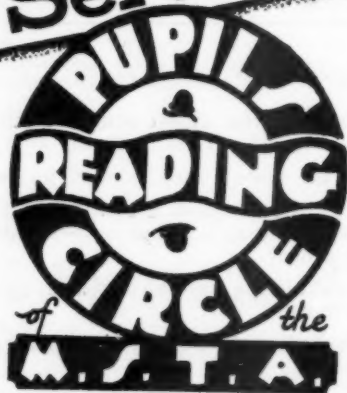
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MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

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If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
If 43 years of age the cost will be \$8.49.
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If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write Thos. J. Walker, Secretary, Columbia, Missouri, for a free application blank and full information.



SCHOOL AND COMMUNITY



Vol. XXIV

No. 7

Thos. J. Walker,
Editor and ManagerOctober,
1938Inks Franklin,
Associate Editor

TABLE OF CONTENTS

Editorials

A Library for Service	265
Propaganda and the School	265
Pupils Reading Circle Certificates	266
A Worthy Health Program	266
The School Board Member's Creed	267
What is it All About?	268
New Road Program to be Voted on in November	274
For Your Assistance in Ordering Reading Circle Books	275
More Kindergartens for Missouri	287
District Teachers Association Programs Warrensburg	288

Kirksville	289
Maryville	290
Cape Girardeau	292
Rolla	294
Springfield	295
Candidates for State Superintendent of Schools	296
A Northeaster—Picture Study	297
School in Chichicastenango, Guatemala	298
The American Vocational Association Con- vention	298
Items of Interest	299
New Books	302

Index to Advertisers

Allyn and Bacon	Fourth cover
Beckley-Cardy	304
Bristol-Myers Co.	257
Burkett Tours	304
Christian College	302
Citizens' Road Association of Missouri	264
Group Insurance	261
Household Finance Corporation	301
Kansas City Power & Light Company	258
Macmillan Company	259

Nat'l. Ass'n. Chewing Gum Mfgs.	299
Pupils' Reading Circle	260
Silver Burdett Company	300
State Teachers Colleges	Third cover
University Publishing Company	304
Winston Co., John C.	263
Wolfertman's	303
World Federation of Education Associ- ations	303

OCTOBER

Edna Irwin

QUEEN OCTOBER'S generous hand
 Flings her jewels o'er the land;
 I find them scattered far and wide
 Throughout the glowing countryside:
 Emerald vine and crystal brook,
 Hidden in a woodland nook;
 Gold and Sapphire skies o'er head,
 While under orchard trees are spread
 Apple mounds, like rubies rare,
 Purple plum, and yellow pear.
 Maple, elm, and stately oak
 Wear a jewel covered cloak.
 Queen October's generous hand
 Flings her jewels o'er the land.

FROM EXPERIENCE

IT is a bad habit to "alibi" when one has made a mistake. It is better to admit it at once and save valuable time.

When one realizes his mistakes, it is a sure sign that he will progress more quickly.

A child will do just about as much as the teacher reasonably expects.

Children should not be excused from doing the right thing just because they are little children.

A teacher is working on a salary basis and must expect to work overtime, whether she wishes to or not.

The school is primarily for the children, not the teachers.

Face a problem; do not use the escape method.

Try to discipline your own pupils as far as possible. Do not depend upon the principal too much, or "pass the buck."

Do not threaten punishment unless you intend to carry it out.

Be firm but kind at all times.

Be as polite to the children as you would be to adults.

Have a well-organized classroom, for a busy child is a good child.

Do not let devices take too much time from good, hard drill work.

Teach neatness through your own example.

It is the job of the teacher to see that the children work under the best physical conditions possible.

Above all, remember that you are training the future citizens of your own particular community.

—Carolyn Towle
 In Massachusetts Teacher



"WHITE ELEPHANTS" are often proudly paraded home, merely because they seem to be "bargains." Consumer education values in ECONOMIC and BUSINESS OPPORTUNITIES, our new high school text, will teach students to make sure that a "bargain" is a bargain.

"I" and "MY" are the first words in over a quarter million popular song titles—ten times as many as those beginning with "you."

APPLE PIE was the most popular dessert in 25,000,000 railway dining car meals. Making a great many healthful foods popular with boys and girls is one of the main objectives of the HEALTHY LIFE SERIES. There is interestingly illustrated content on foods in every book of this modern health series for Grades 3 to 8.

ADVERTISEMENT, posted in Holland in 1656, called for a man to go to the New World to act as "sexton, psalm-setter and schoolmaster."

"PUBLIC OPINION" in the United States is king." Such thought-provoking statements form the premises for questions in the new workbook to accompany HISTORIC CURRENTS IN CHANGING AMERICA, which is full of interest and as modern as the text itself.

IVORY, during the World War, was unobtainable from Africa, and we imported prehistoric Siberian mammoth ivory—20,000 to 150,000 years old—for our piano keys.

GOING PLACES—visiting a dairy, a bakery or taking an airplane trip—brings new experiences and new interest to Second Grade pupils in Book Two of the EVERYDAY LIFE SERIES—just off press. Rich in social studies materials, it logically follows the stories on home relationships in the Pre-Primer, Primer, and Book One, yet the vocabulary is still simple.

TONNAGE on the Sault Ste. Marie Canal, between Lakes Superior and Huron, exceeds that of the Suez and Panama Canals combined.

The JOHN C. WINSTON COMPANY
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 CHICAGO ATLANTA DALLAS

Missouri's New 10 - YEAR ROAD PROGRAM



Amendment No. 6 provides for a comprehensive and balanced 10-year program of improvement, modernization, and extension of the State Highway System; provides for the liquidation of outstanding road bonds, and the stabilization of highway building on a "pay-as-you-go" basis.

Sponsored by the Citizens' Road Association of Missouri, a non-profit, non-partisan organization of public-spirited citizens interested in roads.

Endorsed by the State Highway Commission and State Highway Department engineers; and by numerous civic and business organizations.

Vote YES -- Scratch ~~NO~~
on AMENDMENT No. 6
Election, November 8

Citizens' Road Association of Missouri
State Headquarters, Jefferson City, Mo.



EDITORIALS

A LIBRARY FOR SERVICE

A SCHOOL LIBRARY is useful when it serves the purpose for which it was established. Libraries are furnished in order that students may have an opportunity to gain and share the ideas and experiences of people whom they might otherwise be deprived the privilege of knowing. These vicarious experiences bring new places, new ideals, new people, and new worlds to the reader.

The library should be located so that its accessibility would be a decided inducement to student use. The proper display of books on the shelves can be made a factor to create more interest. Open book shelves, so arranged that students can browse around touching, handling, and thumbing through the volumes until per chance their attention will be attracted by some particular volume they would like to read, is a desirable feature. Students will check books out for reading in the above situation more readily than if they try to base their selection of a book on the way the title appeals to them. The timid or backward student, if he has been misled by the title of a book and finds that he does not desire to read it, will quietly return the book and leave the library without asking for another. This defeats the purpose for which libraries are maintained.

Librarians by their action and tone of voice increase or decrease the usefulness of the library. A courteous and kind person with careful suggestions to offer makes the library an attractive place.

The school library is an excellent training ground for those pupils that are interested and are preparing to study library work, but frequently we find student help in the library that has been selected for this work because they have more free periods than some other stu-

dent, or need the work, or perhaps because they are nuisances in the study hall and need to be kept occupied. These are not helpers, they are usually destroyers of library service.

A wide field or variety of books from which to make selections, plus quality within the field, must be given consideration. Too many libraries contain volumes of books that have been poorly selected and as a result they occupy the shelf space where good books should be found. These dust catchers should be removed and up-to-date, and worthwhile, books should find their place on the shelves.

Carefully selected newspapers and magazines are surely a part of the modern library service. Give the student an opportunity to know what is taking place during his own life.

Teachers, how often are you guilty of assigning reports and outside reading without giving enough details to the student to enable him to find this material in the library? Has the student been taught how to find materials in a systematic way? You, as teachers, have a responsibility here that should not be neglected.—I. F.

PROPAGANDA AND THE SCHOOL

THE WORD propaganda, when heard or read from the printed page by the average citizen carries with it the connotation of something harmful, illboding or covertly dangerous.

This viewpoint of the word propaganda is too narrow in meaning. Propaganda as a means for spreading some particular doctrine or principle may be for the common good. Good principles as well as bad may be disseminated in such fashion as to be classed as propaganda.

The popular conception of the term propaganda may be justified in the minds of some. For centuries selfish interests have utilized some method of appealing to the emotions instead of the intellect to further their sinister plans. The feeling that wars are promoted by individuals making use of propaganda has added corruption to the cloak the word bears.

Political campaigns are one barrage of propaganda directed against another. In truth a movement or issue of any importance is usually accompanied by the monster propaganda.

The schools have an obligation that must be met. The schools of our State and Nation should train their pupils to recognize propaganda. Education appeals to one's ability to think, to inquire, to investigate, to weigh, and to evaluate the materials presented on the printed page or broadcast orally.

The people of today are too few in number who will try to deliberate on matters of importance. It appears that our time is too precious to investigate the source of a statement. Do we pause to ask "What is actually at the root of such a movement?" Are we willing to spend time in order that pupils may analyze carefully subject matter presented for their growth? Do teachers by voice and action try to cultivate that critical attitude of inquiry in their pupils?

The ability to think with discrimination and accurateness will not be handed to our pupils along with their diplomas on the day of graduation. This training must be embedded in each lesson from the kindergarten to the time of elimination of the student from formal education.—I. F.

PUPILS READING CIRCLE CERTIFICATES

THE NUMBER of Reading Circle certificates issued last year was the largest in the history of the Reading Circle work. County superintendents, city superintendents, and the Department of Education are united in their efforts to make available to every child possible this year the benefits to be derived from participation in the program.

If you are an elementary teacher in either a high school or a rural school district and did not last year carry out the Reading Circle work, won't you begin immediately to make plans to do so for the present school year?

On pages xxxvi, xxxvii, xxxviii of your Course of Study for Elementary Grades—1937 you will find complete information for the organization and administration of the Reading Circle program.

On page 275 in this issue you will find a list of the Reading Circle books. Additional order blanks will be mailed you on request. Order all Reading Circle books direct from the Missouri State Teachers Association, Thos. J. Walker, Secretary.

A WORTHY HEALTH PROGRAM

PERHAPS the greatest opportunity for improvement in the public school may be found in the development of a real health program. Since health is the basis for all future success and happiness and since in many schools little or nothing is done regarding it, why not emphasize more health education?

The increase in the number of county health nurses and nurses in city schools is a hopeful sign. Health personnel is necessary if the job is to be effectively done.

The least we should tolerate is a nurse in every county. City school districts which cannot financially afford at present a well trained public school nurse might well consider the advisability of working cooperatively with a neighboring school and securing such services on a half-time basis.

In many high schools, the physical education program is a farce and a disgrace. Would it not be possible to make it contribute its part in the development of a health program worthy of the name?

One needs only to visit a county or a city school where such a program is being developed to appreciate its untold possibilities for good in the lives of boys and girls now in school.

E. K.

The School Board Member's Creed

As a Member of the School Board—

I will listen.

I will recognize the integrity of my predecessors and associates and the merit of their work.

I will be motivated only by a desire to serve the children of my community.

I will recognize that it is my responsibility together with that of fellow board members to see that the schools are properly run—not to run them myself.

I will work through the administrative employees of the board—not over or around them.

I will recognize that school business may be legally transacted only in meetings legally called.

I will not "play politics."

I will attempt to inform myself on the proper duties and functions of a school board member.

In Meeting My Responsibility to My Community—

I will attempt to appraise fairly both the present and future educational needs of the community.

I will attempt to procure adequate financial support for the schools.

I will interpret to the schools as best I can the needs and attitudes of the community.

I will insist that business transactions of the school-districts be on an ethical, open and above-board basis.

In Maintaining Desirable Relations with Other Members of the Board—

I will respect the opinions of others.

I will recognize that authority rests with the board in legal session—not in individual members of the Board.

I will make no disparaging remarks in or out of meetings about other members of the board or their decisions.

I will make decisions in board meetings only after all sides of the question have been presented.

In Performing the Proper Functions of a School Board Member—

I will deal in terms of general educational policies.

I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy forming body—not as an administrative officer.

I will consider myself (a trustee of public education), and will attempt to protect and conserve it.

In Working with the Teaching Staff—

I will hold the teacher, principal and superintendent responsible for the administration of the schools.

I will give the staff authority—commensurate with its ability.

I will expect the schools to be administered by the best trained professional people available.

I will provide adequate safe-guards around the staff so that it may perform its proper professional functions.

I will remember that the teacher is worthy of her hire.

—Adapted from the Phi Delta Kappan.

What is it All About?

H. P. Study*

SOMETIMES it seems that this whole nation is engaged in one huge debate about our schools. Professors and college presidents wag their tidy beards and talk about cultural disciplines on one hand, and new psychologies on the other. Labor unions pass resolutions,

and character standards, and a sound sense of values—in other words, we all want our children to learn to live effectively, happily, successfully.

The difference is only in the means to that end.

The conventional plan begins with



From among the significant social and economic problems of today the school selects some which seem appropriate for children's study. First hand experiences which seem to throw light on these problems for children are utilized as integral parts of the study. Along with these first hand experiences is used material from many sources, including histories, geographies, readers, and visual materials.

wanting sometimes more trades education, and sometimes less. Parents want different things for their children. Some want the old fundamentals and no frills. Some want "practical" subjects like cooking and typewriting. Some are enthusiastic about art, music, dramatics and sports. Teachers, perhaps, argue most vigorously of all—the stand-patters viewing "progressive education" as degenerate and intolerably foolish; the progressive viewing the die-hards as mothly and archaic.

What's it all about?

TO BEGIN with, we all agree what ends we seek; to impart knowledge, to develop intelligence, to build social and economic efficiency, to establish moral

memorizing, and tries to end by doing. It is the plan under which most of us were schooled, for better or worse.

The progressive plan begins with doing, and hopes to end with knowing. It is the plan we are trying to develop in our Springfield schools today.

Let Us Try to Show You Why

WE ALL know that what we call "intelligence" has two aspects—first, the capacity to gain knowledge; second, the capacity to use it. The first we call memory. The second, common sense. The two don't always go together—unfortunately.

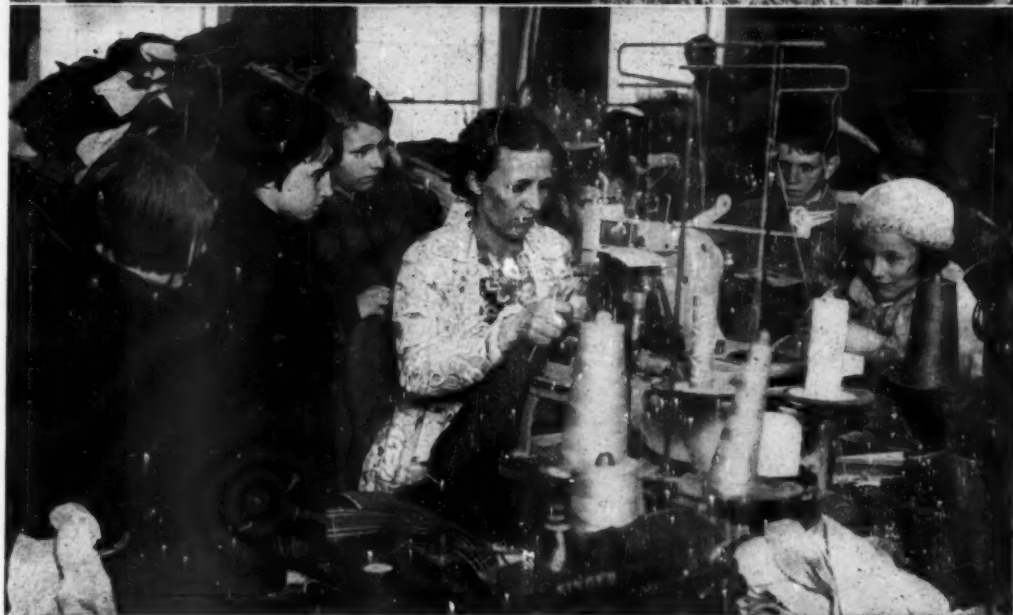
It has been proved that learning—gaining knowledge—is the result of having

*From "Education for Living in a Democracy," a publication portraying educational procedure in the public schools of Springfield, Mo.

experiences; and the more vivid the experience is, the more readily we learn by it.

No matter how well we may "know" a thing by memory, it has to be warmed by some personal, emotional experience

of our own, before it means very much. An event in which we, personally, participate, is most vivid of all. Less intense is an experience our friend has, and describes to us. Least vivid is an experience that comes third-hand—through a



These pictures show a group of children watching hand processing of material and then contrasting with hand methods the use of machines. Through these experiences they were guided to realize how change has entered into the life of man. They saw not only that the processes used were different, but that home life had been changed by the shift from hand labor; that the worker's relationship to his task was different; that the area of consumption has widened; that opportunities for creative self expression through one's daily work have decreased.

With simple equipment the children themselves have assembled, the group carries out first, an experiment to make clear the causes of soil erosion and methods of control, and second, one with tray agriculture getting some understanding of how farming in the future may possibly differ from today's farming.



A fourth grade is shown performing two simple experiments. This group, in their study of agriculture, has used much of history, for their problem has been to see how man has increased his control over his sources of food by gradually learning through the ages to apply science to his problems.



Through visits to places at which important community activities go on, the school helps children to understand many things in the every day life about them. The group shown in this picture is getting understandings and appreciations relating to trains. A group having visited a train has shared in a common experience which is the basis for much that is educationally valuable.

printed page.

Your own experience illustrates this. You have seen pictures, even movies, of the Manhattan skyline—of Washington monument—of the Golden Gate—of the Benton murals in the capitol at Jefferson City. You feel quite familiar with these things. But when you actually see them, yourself, for the first time, you are shocked by the revelation—the reality, the true personal experience, is so intensely more vivid than the vicarious experience of pictures.

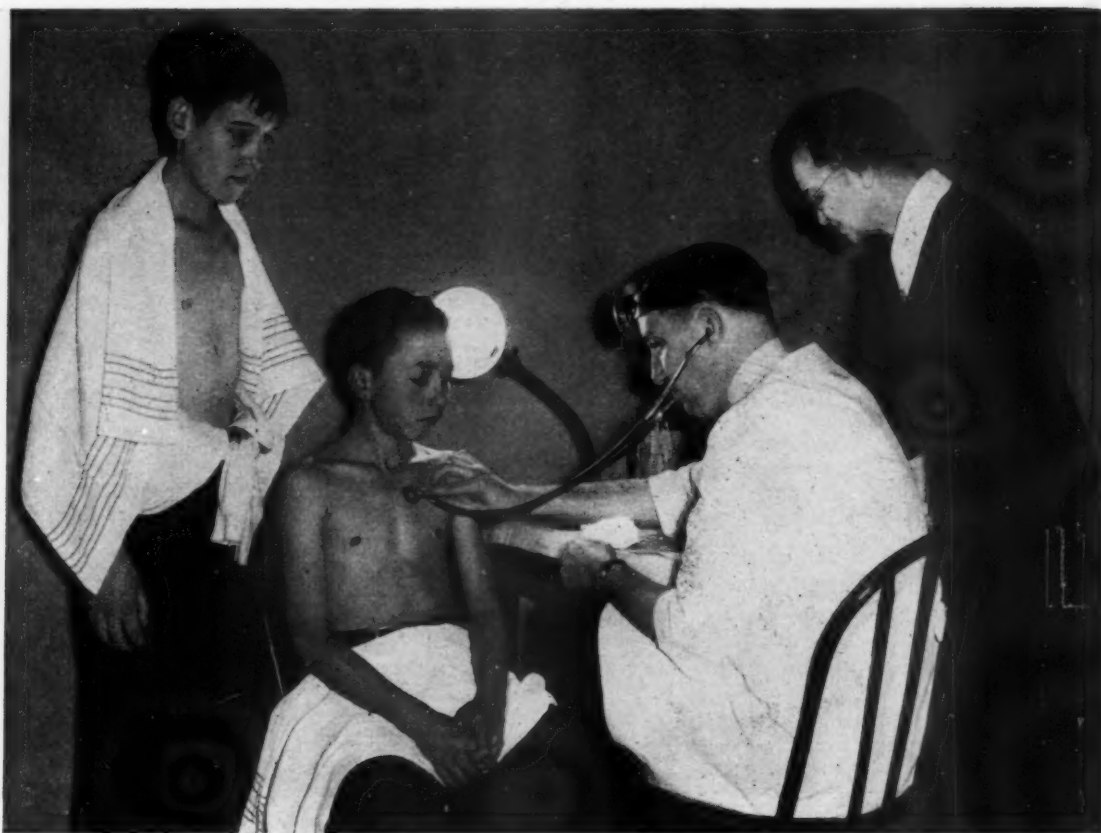
But even pictures are more vivid than print. From infancy, all of us have heard of the great famines of China, but they had little meaning for us. When "The Good Earth" came to the screen, we learned with a poignance that gripped

and wrung our hearts, what mass starvation means—even to the Chinese.

Now virtually all teachers know all this—but the conservatives and the progressives apply it differently.

The conservative is uncomfortably aware of the practical difficulties of putting that knowledge into practice. It is so much easier to teach a child to read, "This is a house", than it is to help him build a house—getting the classroom all noisy and cluttered with lumber and nails and saws and paint—such a mess!

To learn to read a book, requires only a minimum standard equipment—a desk and a chair, and the book. But building a house requires a great amount and variety of equipment, tools, materials, reference books.



Good health is the essential need of each individual in life. Our school physician and nurse give physical examinations to children for the purpose of advising parents concerning any physical defect which may handicap the child in his development. An early discovery may avoid serious difficulties later.

And 20 children all doing the same thing—sitting still reading their books—are so much easier to handle, than 20 children doing 20 different things, building a house.

It's easier to measure and demonstrate what a book-taught child knows. It is easy to make the comforting assumption that, having learned a book-fact, he will quickly and readily recall it and use it when he needs it—an assumption, unfortunately, quite unwarranted.

One more thing completed the old-time, conventional school: assuming that since knowledge is good, more knowledge must be better. The result was a school program glorifying knowledge—but chiefly a pale, unreal, printed-page knowledge—only that first aspect of intelligence, which is memory.

The second aspect—common sense, or what to do with your knowledge, now you have it out of the books—is a problem the old-time school doesn't tackle.

Probably that is why we have the old adage—so much truer than it ought to be!—that, "They who can, do; and they who can't, teach."

In colorful, dramatic contrast to the oldtime school, is the active progressive classroom, which represents an effort to change from more passive absorption of vicarious knowledge, to a vital, living knowledge learned from first-hand experience—from meeting practical problems and trying to solve them, or helping to solve them. Here boys and girls are doing things—and learning by doing, in a way they cannot forget.

We expect certain results from this newer, progressive type of learning—1, that the rate of forgetting what they have learned will be reduced; 2, that the children's human efficiency will be improved; 3, that the moral and character values stressed in the older type schools not only will be retained, but also actually improved.

It is clear that the progressive school requires a higher type of talent, wider experience, better training, than the typical teacher has, even today. It makes tremendous demands upon her ingenuity, her time, and interest, and enthusiasm. In turn, what she expends brings equally greater returns. A really progressive teacher never can fall into a drab and dull routine, but must keep herself forever alert and alive and responsive and wise; she can never grow old.

Such a teacher is essential—or your effort to be progressive will be so superficial that all the criticism directed at it will become valid, and you suddenly have a nightmare of such a school as was historically damned in "Nicholas Nickleby"—where starved and brutalized youngsters had to learn to spell "cow", by the practical experience of milking the cow.

The mediocre, ill-trained teacher cannot teach successfully in a "progressive" room.

And here arise some very practical difficulties in putting the progressive plan into effect: teachers of the required type cannot be employed at the ordinary salaries paid today. They will have to be paid more—and in turn, that higher pay will attract a higher type of person into the teaching profession, so that the school will enter competition with commerce and industry for the keenest

minds and the soundest personalities.

Furthermore, even with the best of ability and training, no teacher can operate "progressive" classes as large as those found today in our conventional memory-schools. The number of teachers would have to be increased, probably half again, to make our schools truly progressive.

Which is to say, that real education, by the progressive route, is expensive.

Is It Worth It?

THAT is a question which school patrons—parents, taxpayers, citizens—as referees in the great all-national debate now raging, will be called upon to answer.

The fact that it is debated is nothing to worry about—on the contrary, it is an excellent sign of our social health and vigor. The matter has been debated, in one form or another, in the whole time of man. Twenty-three centuries ago, Plato proposed a permanent system of education, and suggested exile or death for innovators. Ever since, with changing conditions and shifting standards and new needs, the education of our young has been a matter for violent dispute.

I close on a note of warning. We must remember that no method of teaching is a substitute for original native ability. Education, under any system, does not produce brains. It only helps them to function.

We believe that the methods of "progressive education" will mobilize and utilize native ability more effectively than the methods of conventional memory schools.

But it will not produce a nation wholly free from the shadow of mediocrity and worse. Blood still will tell.

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE KANSAS CITY CONVENTION, NOV. 16-19, 1938?

Remember that the business of Your Association is transacted by the Assembly of Delegates elected by the various community associations in the State.

Be sure that your delegates have been properly elected and certified to the State Secretary, Thos. J. Walker, Columbia, Missouri.

November first is the dead-line. Your delegates must be elected before that date.

New Road Program To Be Voted On In November

SIXTEEN CARDINAL FEATURES

THE proposed new 10-year road program, sponsored by the Citizens' Road Association of Missouri, is to be voted upon at the election, November 8. It will appear on the Constitutional Amendment ballot as Amendment No. 6, along with eight other proposals relating to various subjects.

The amendment provides for a comprehensive and balanced 10-year program of improvement, modernization and extension of the State Highway System; and provides for the liquidation of outstanding road bonds and the stabilization of highway building on a "pay-as-you-go" basis.

It has the endorsement of the State Highway Commission and the State Highway Department engineers.

There are sixteen cardinal features in the proposed new program. They are:

(1) Fulfillment of outstanding Bond and Interest obligations and reducing bonded debt from \$100,000,000 to \$39,000,000.

(2) Prohibits diversion of highway funds for any purpose other than highway use.

(3) Assures the State against loss in Federal Aid.

(4) Divides the state highway system into three classifications—(a) State Trunk System; (b) State Supplementary System; and (c) State City System.

(5) Protection of the investment in the State Trunk System through guaranteed maintenance.

(6) Reconstruction to replace obsolete roads; modernization and improvement of the highways to meet changing traffic conditions.

(7) Reasonable extension of traffic relief routes, if, where and when needed, as determined by the Highway Planning Survey.

(8) A definite expansion of 5,000 miles in the Supplementary system based on traffic needs revealed by the Highway

Planning Survey—this mileage to be placed under State maintenance at once; this mileage is the limit permissible for feeder-road Federal aid.

(9) Equitable distribution of Supplementary Road mileage to the counties on a basis of Rural Population, Automobile Registration, Value of Farm Products, and Area.

(10) Removes present restrictions which prohibit the Highway Department from building highways into or through cities of over 2,500 population. There are and have been no such restrictions on cities of lesser size.

(11) Provides for placing the Highway Department on a "pay-as-you-go" basis, and stabilizes basic income by fixing and limiting the motor fuel tax and passenger car license fees for a period of ten years.

(12) Removes obsolete restrictions, thereby providing for economic and modern operation.

(13) Guarantees a fair and constant distribution of funds between the State Trunk System, the State Supplementary System, and the State City System, thereby enabling the Highway Commission to make long-time plans for improvements for each system.

(14) Provides the Highway Commission with an emergency fund to be expended at its discretion on the State Trunk System or the State Supplementary System. It assures the citizens of Missouri of a balanced road program throughout the 10-year period.

(15) Protects all former agreements for refunds or other obligations contracted under the present law, and not fulfilled at the time this amendment becomes operative. Refunds to farmers for taxes on gasoline used in farm equipment is continued.

(16) Limits collection costs of basic revenues to 2½% of receipts.

For Your Assistance In Ordering Reading Circle Books

IN ORDER TO ASSIST teachers in ordering books from the Missouri State Reading Circle List, prepared by the Missouri State Teachers Association, and sold by the Association through its headquarters office at Columbia, Missouri, the following has been prepared.

Note that the list contains the titles on the regular (yellow) Reading Circle Order Catalogue arranged in alphabetical order by titles not by authors in order to facilitate your finding what the course of study calls for; that each book is followed by the letter "A," "B," or "C" to indicate the Reading Circle classification into which each book fits when the child is reading for the purpose of earning the Reading Circle Certificate; and that the numbers and prices are the same as on the yellow Order Blanks.

We prefer that you use, if possible the regular (yellow) blank, issued by the Missouri State Teachers Association when making your order.

We hope that this listing will be of service to you and ask that you preserve this listing for use in making future orders. **ORDER ALL LIBRARY AND READING CIRCLE BOOKS FROM YOUR OWN ASSOCIATION**

THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER, Secretary, Columbia, Missouri.

GRADES 1 AND 2

141	A.B.C. for Everyday—A	.90	117	Music Education, Introductory Music—780-C	.76
165	Adventures in a Big City—A	.72	120	Music Hour, First Book—780-C	.62
371	Air Pilot—A	.32	121	Music Hour, Second Book—780-C	.69
153	Animal Fair—A	1.13	169	My George Washington Book—921-B	.15
170	Baby Animals—590-C	.63	146	Pammy and His Friends—A	.58
159	Better Living for Little Americans—320-B	.63	150	Pelle's New Suit—A	1.35
135	Betty June and Her Friends—A	.52	160	Pet Reader—A	.63
157	Birds in Rhyme—A	.54	98	Poetry Book I—808.8-C	.74
151	Bozo the Woodchuck—A	.47	99	Poetry Book II—808.8-C	.74
143	Chicken World—A	2.70	373	Riding West on the Pony Express—A	1.80
134	Choo Choo—A	1.35	372	Round the Globe—910-B	.62
132	Clean Peter and Children of Grub-bylea—A	1.35	15	Safety Town Stories—610-C	.54
167	Eskimo Stories—919-B	.74	162	Science Readers—Our Pets—591-C	.72
164	Eskimo Twins—910-B	.83	163	Science Readers—Trailing Our Animal Friends—591-C	.80
142	Farm Books—A	2.70	145	Singing Farmer—A	.63
164	Farm Twins—910-B	.83	171	Snow Children—A	.63
149	Fifty Flags—929-B	.58	140	Social Science Reader, An Engine's Story—A	.54
158	Fireside Stories—A	.65	140	Social Science Reader, Story About Boats—A	.54
110	Foresman Series, First Book of Song—780-C	.58	140	Social Science Reader, Mary and the Policeman—A	.54
111	Foresman Series, Second Book of Songs—780-C	.58	140	Social Science Reader, Mr. Brown's Grocery—A	.54
152	Goober Village—A	.83	140	Social Science Reader, Jip and the Fireman—A	.54
173	Having Fun—A	.61	136	Story of the Ship—A	1.80
10	Health and Growing Up—610-C	.65	370	Story Pictures of Farm Animals—630-C	.63
137	Here Comes Peter—A	1.35	370	Story Pictures of Farm Foods—630-C	.63
147	Home—A	.80	370	Story Pictures of Farm Work—630-C	.63
367	I Go A-Traveling—A	.68	168	Summer by the Sea—A	.50
368	I Live In a City—A	.68	138	Tatters—A	.36
369	I Spend the Summer—A	.68	148	Tiny Tail and Other Stories—A	.63
156	Jimmy Flies—A	.90	106	Voices of Verse I—808.8-C	.54
139	John and Jean—A	.51	154	Wait for William—A	.90
133	Judy's Ocean Voyage—A	.62	155	What to Do About Molly—A	.90
97	Literature for Reading and Memorization I—808.8-C	.62	166	Work-A-Day Doings—808.8-A	.65
97	Literature for Reading and Memorization II—808.8-C	.62			
161	Little People of the Snow—A	.61			
172	Magic Boat—A	.83			
116	Music Education, Songs of Childhood—780-C	.72			

125	World of Music, Listen and Sing— 780-C	.68	277	From Panama to Cape Horn, 917- B	1.26
126	World of Music, Tuning Up—708-C	.72	289	From Trail to Railway Through the Appalachians—A	.80
GRADES 3 AND 4					
303	Air Travel—A	.90	416	Fun at Happy Acres, 630-C	1.80
385	Airplane Book, 620-C	.99	227	Glass Book, 620-C	.90
198	Airways, 620-C	.74	9	Hans and Hilda in Holland, 914-B	.61
233	Ali, the Camel—A	1.80	284	Happy Health Stories, 610-C	.63
180	All About Pets, 591-C	1.80	91	Harness and Pack, 380-B	.65
240	American History for Little Folks, 973-B	.72	274	Hawthorne's Wonder Book, 398-A	.80
249	American Travels, 910-B	1.80	268	Hiawatha Industrial Reader—A	.72
266	Anton and Trini, 390-B	.76	174	Holiday Shore, 590-C	1.80
395	Anything Can Happen on the River —A	1.80	204	How and Where We Live, 600-B	.83
260	Aunt Martha's Corner Cupboard, 640-C	.90	187	How Other People Travel—A	.80
219	Baby Animals Zoo, 590-C	.80	196	How the Indians Lived, 970-B	.68
419	Begging Deer, 910-B	1.80	285	In Field and Forest, 580-C	.74
220	Belgian Twins, 910-B	.83	230	In Kimono Land—A	1.12
266	Beppo and Lucia, 390-B	.76	190	In Wooden Shoe Land, 914-B	.72
374	Big Fellows—A	1.35	179	Indian Child Life, 970-B	2.58
421	Big People and Little People of Oth- er Lands, 910-B	.54	220	Indian Legends, 970-B	.80
248	Boats, 620-C	.72	220	Indian Twins, 910-B	.83
194	Bobby and Betty on the Farm, 808.8- A	.89	262	Inemak, the Little Greenlander—A	.87
195	Bobby and Betty With the Workers, 808.8-A	.83	220	Irish Twins, 910-B	.83
96	Book of Legends, 398-C	.44	264	Iron Horse—A	1.80
423	Book of Hugh and Nancy, 910-B	1.80	199	Italian Peepshow, 398-B	2.25
92	Book of Nature Myths, 398-C	.65	405	Jamaica Johnny—A	1.80
239	Boys and Girls of Discovery Days— A	.72	220	Japanese Twins, 910-B	.83
176	Boys and Girls of Pioneer Days, 917-B	.72	175	Jataka Tales—A	.60
398	Building a House in Sweden, 914-B	1.57	266	Jean and Fanchon, 390-B	.76
241	Burgess Animal Book, 590-C	2.70	256	Jean and Jerry's Vacation—A	.65
242	Burgess Bird Book, 598-C	2.70	234	Joe Buys Nails—A	1.35
197	By the Roadside, 580-C	.70	58	Johnny Bear, Lobo & Other Stories, 591-C	.72
224	Calico—A	1.80	266	Karl and Gretel, 390-B	.76
220	Cave Twins, 910-B	.83	221	Kit and Kat—A	1.57
324	Chico—A	1.49	266	Klass and Jansje, 390-B	.76
269	Child Life in Other Lands, 910-B	.80	409	Kokomo of the Cliffs—A	1.13
270	Chinese Twins, 915-B	.83	380	Land of Little Rain—A	1.80
420	Cousins from Clare, 910-B	.92	235	Leang and Lo—A	1.35
208	Deliveryman—A	.32	265	Letters of Polly the Pioneer, 917-B	.72
267	Desert Neighbors, 590-C	1.57	252	Lilly of Willowreed—A	.40
385	Dirigible Book, 620-C	.90	97	Literature for Reading and Memo- rization III, 808.8-C	.62
220	Dutch Twins, 910-B	.83	97	Literature for Reading and Memo- rization IV, 808.8-C	.62
208	Engineer—A	.32	191	Little Brother of the West, 398-B	1.57
266	Eric and Britta, 390-B	.76	182	Little Dutch Tulip Girl, 390-B	.61
404	Famous Men of the Middle Ages, 920-B	.72	67	Little Folks Land—A	1.80
259	Fanton Farm—A	.74	424	Little House on the Prairie—A	1.80
64	Farm Beyond the Town—A	1.57	383	Little Indians, 970-B	.72
88	Favorite Tales for Story Telling, 372-A	.61	192	Little Indian Folk, 970-B	1.57
385	Fire Engine Book, 620-C	.90	182	Little Indian Weaver, 390-B	.61
208	Fireman—A	.32	182	Little John of New England, 390-B	.61
112	Foresman Series, Third Book of Songs, 780-C	.62	237	Little Journeys With Washington—A	.16
118	Foresman Series, Fourth Book of Songs, 780-C	.62	182	Little Mexican Donkey Boy—390-B	.61
213	Forest Friends in Fur, 591-B	.68	211	Little Pear—A	1.80
271	Four American Inventors, 920-B	.65	216	Little People of Japan, 915-B	.61
189	Four-Footed Wilderness People, 591- B	1.57	182	Little Philippe of Belgium, 390-B	.61
294	Four Old Greeks, 920-B	.72	182	Little Spanish Dancer, 390-B	.61
			182	Little Swiss Woodcarver, 390-B	.61
			182	Little Tony of Italy, 390-B	.61
			218	Little White Chief, 970-B	.61
			417	Little Yusuf (Syria) 910-B	1.80
			422	Llewellyn's Tower (Wales) 910-B	1.80
			396	Luck of the Roll and Go (Antarctic) 919-B	.90
			388	Mewanee, Little Indian Boy, 970-B	.65
			225	Middle Country, 915-B	.90
			222	Miki—A	1.80
			236	Moccasined Feet, 970-B	.69

418	Moon's Birthday, 910-B	1.57	82	Short Stories for Short People, 808-A	1.80
208	Motorman—A	.32	276	Si Si Rosita—A	.56
22	Museum Comes to Life—A	.76	390	Sidsel Longskirt, Girl of Norway, 914-B	.90
118	Music Education, Elementary Music, 780-C	.80	279	Since Columbus—A	1.82
122	Music Hour, Third Book, 780-C	.72	384	Soap Bubbles—A	.80
123	Music Hour, Fourth Book, 780-C	.76	391	Solve Suntrap, Boy of Norway, 914-B	.90
42	My Bird Friends, 598-C	.25	283	South America Today, 918-C	.72
7	My Body and How it Works, 612-C	1.35	409	Spaniel of Old Plymouth—A	1.57
12	My Health and Safety Book, 610-C	.24	220	Spanish Twins, 910-B	.83
255	My Viking Book, 914-B	1.12	258	Stars and Their Stories, 520-C	1.12
387	Myths of the Red Children, 970-B	.72	385	Steamship Book, 620-C	.90
202	Nature Stories for Children—Summer, 507-C	.72	416	Steel Book, 620-C	.90
220	Norwegian Twins, 910-B	.83	247	Stories in Trees, 580-C	.72
386	One Day With Manu—B	1.80	181	Stories of Country Life—A	.61
206	Oregon Chief—A	.80	90	Stories of Great Americans for Little Americans, 920-B	.62
238	Our Cereal Grains, 640-C	.87	392	Stories of Old Greece and Rome, 930-B	1.19
243	Our Little Friends of Norway, 914-B	.72	178	Stories of Pioneer Life, 917-B	.78
244	Our Little Friends of the Netherlands, 914-B	.72	378	Stories of Shepherd Life—A	.54
397	Our Neighbors Near and Far—B	.90	275	Stories of the Pilgrims, 920-B	.76
407	Ourselves and Our Cousins, 910-B	.72	200	Stories of the Seminole, 970-B	.87
278	Outdoor Adventures, 507-C	.92	223	Stories of Woods and Fields—A	.64
215	Outdoor Book, 507-C	.68	223	Story Book of Food, 600-C	.50
382	Over Land and Sea, 910-B	.69	223	Story Book of Houses, 600-C	.50
183	Paddlewings, the Penguin—A	1.80	223	Story Book of Transportation, 600-C	.50
231	Peeks at George Washington, 921-B	1.35	223	Story Book of Clothes, 600-C	.50
246	Peter and Nancy in Australia, 919-B	.77	21	Story Book of Steam, 530-C	.50
246	Peter and Nancy in Africa, 916-B	.77	281	Story of Ab—A	1.58
246	Peter and Nancy in Asia, 915-B	.77	232	Story of Bread, 640-C	1.13
246	Peter and Nancy in Europe, 914-B	.77	399	Story of Caesar, 921-B	.62
246	Peter and Nancy in South America, 918-B	.77	261	Story of Columbus, 921-B	.90
212	Peter and Polly in Autumn, 808.8-A	.62	402	Story of the Greeks—B	.72
212	Peter and Polly in Spring, 808.8-A	.62	280	Story of the Pilgrims, 920-B	.90
212	Peter and Polly in Summer, 808.8-A	.62	403	Story of the Romans—B	.72
212	Peter and Polly in Winter, 808.8-A	.62	205	Story of the Sioux Indian Boy, 970-B	.65
393	Peter Pan, 398-A	.87	425	Story of Virginia—A	.83
220	Pickaninny Twins, 910-B	.83	375	Story Pictures of Clothing, Shelter and Tools, 640-C	.80
220	Pioneer Twins, 910-B	.83	377	Story Pictures of Our Neighbors—C	.76
78	Playing With Clay, 730-C	.90	376	Story Pictures of Transportation—C	.80
414	Plays and Pageants of Democracy, 822-B	1.35	385	Streamlined Train Book, 620-C	.90
250	Playtime Stories—A	.62	400	Susanna's Auction—A	.90
100	Poetry Book III, 808.8-C	.74	188	Swift Eagle of the Rio Grande, 808.8-A	.81
101	Poetry Book IV, 808.8-C	.85	220	Swiss Twins, 910-B	.83
208	Policeman—A	.32	245	Talks About Our Country—A	.65
273	Pond Book, 500-C	.81	282	Travel By Air, Land and Sea, 910-B	1.01
426	Punda, the Tiger Horse, 910-B	1.80	207	Twins in Fruitland—A	.63
220	Puritan Twins, 910-B	.83	401	Umi the Hawaiian Boy Who Became King—B	1.80
228	Real Stories About George Washington—A	.15	381	Viking Tales, 914-B	.70
193	Red Folk and White Folk, 970-B	2.70	107	Voices of Verse II, 808.8-C	.58
38	Restless Robin—A	1.35	34	Ways of the Wild Folks, 590-C	.87
226	Rice to Rice Pudding and Picture Tales—A	1.57	203	Weavers and Other Workers—A	.78
416	Rubber Book, 620-C	.90	177	When Grandfather Was a Boy—A	.72
410	Seven Crowns—A	1.57	186	Why We Celebrate Our Holidays, 390-C	.72
185	Shen of the Sea—B	.90	415	Wings and Stings—A	.65
251	Ship Book, 623—B	1.04	210	Wings Over Holland, 914-B	1.80
			229	Winnebago Stories, 970-B	.88
				With Taro and Hans in Japan, 915-B	2.25

253	Wonders of the Jungle, Book I, 590-C	.88	296	Janice in Tomorrow Land—A	.72
253	Wonders of the Jungle, Book II, 590-C	.88	322	Japanese Empire, 915-B	.87
263	Work and Play in Colonial Days, 390-B	.80	317	Land and People, China and Japan, 915-B	.90
209	Working With Electricity, 620-C	.90	97	Literature for Reading and Memorization, V, 808.8-C	.62
201	World of Nature, 590-C	.87	97	Literature for Reading and Memorization, VI, 808.8-C	.62
312	World's Messengers, 650-C	.98	50	Mighty Animals, 591-C	.54
217	Wretched Flea, a Chinese Boy, 915-B	.61	119	Music Education, Two Part Music, 780-C	.84
GRADES 5 AND 6					
323	Africa, a Geographical Reader, 915-B	1.34	458	My Indian Boyhood, 970-B	1.80
474	Andy Breaks Trail—A	1.80	295	Nature's Wonder Lore, 500-C	.72
46	Animals of the Bible, 220-C	1.80	441	Nellie Custis, Daughter of Mount Vernon, 921-B	.76
308	Animal Stories from Eskimo Land, 591-C	.90	299	Norse Stories, 919-B	.87
329	Australia, a Geographical Reader, 919-B	1.34	26	Nuvat, the Brave—A	1.80
40	Birds Through the Year, 598-C	.69	452	Old Indian Legends Retold, 970-B	.76
470	Black Buccaneer—A	1.57	19	On Jungle Trail, 591-C	.88
475	Boy Scouts Life of Lincoln, 921-B	1.80	62	Our Birds and Their Nestlings, 598-C	.76
460	Boys and Girls of the British World, 910-B	.80	297	Our Class Visits South America, 918-B	1.08
18	Boys Story of Lindbergh, 921-B	.90	331	Our Clothing, 640-C	.87
324	Buried Cities, 930-B	1.80	61	Our Common Friends and Foes, 590-C	.54
63	Children of the Pines, 590-C	.72	331	Our Foods, 640-C	.87
321	China, 915-B	.87	309	Our National Parks, I, 517-B	1.00
446	Cotton Book, 620-C	.90	310	Our National Parks, II, 517-B	1.00
473	Dawn Boy of the Pueblos, 970-B	1.80	311	Our Pacific Possessions, 919-B	.90
411	Days Before Houses, 930-B	.54	65	Our Starland, 520-C	.80
469	Diamond Rock—A	1.57	291	Our Wonder World, 590-C	.87
422	Down the Big River—A	1.57	436	Ourselves and Our Neighbors, 910-B	.76
302	Egyptians of Long Ago, 930-B	.58	471	Palestine and Syria, 915-B	.58
463	Enchanted Past—A	.90	413	Panama and Its Bridge of Water, 918-B	.92
306	Fields and Fencerows, 500-C	.74	446	Paper Book, 620-C	.90
45	First Days of Man, 808.8-B	1.80	75	People and Art, 700-C	1.17
39	Flowers and Their Travels, 580-C	1.35	95	Pilgrim Stories—A	.76
326	Forest Facts for Schools, 580-C	.90	102	Poetry Book V, 808.8-C	.85
466	Four American Explorers, 920-B	.61	103	Poetry Book VI, 808.8-C	.85
445	Four American Pioneers, 920-B	.61	440	Portraits of the Iron Horse, 620-B	1.80
454	From Little Acorns—A	.90	457	Pueblo Boy, 970-B	1.80
286	Geographical and Industrial Reader, North America, 917-B	1.01	429	Pueblo Girl, 970-B	1.80
286	Geographical and Industrial Reader, South America, 918-B	1.01	327	Rambles in Europe, 914-B	.72
287	Geographical and Industrial Reader, U. S., 917-B	.90	449	Red Howling Monkey, 918-B	1.44
315	Geographical and Ind. Rdr., Africa, Australia and Islands of the Sea, 920-B	1.01	330	Robin and Jean in Italy, 914-B	.72
316	Great Inventors and Their Inventions, 620-C	.80	330	Robin and Jean in England, 914-B	.72
301	Greeks and Persians of Long Ago, 930-B	.72	330	Robin and Jean in France, 914-B	.72
11	Habits for Safety, 610-C	.61	89	Saturday's Children, 808-B	1.80
439	He Went with Marco Polo—A	1.80		Secret of the Woods—A	.83
465	He Went With Vasco Da Gama—A	1.80	272	Seeing America, Field and Farm, 630-C	.90
433	Hitty—A	.92	305	Seeing America, Mill and Factory, 620-C	.90
293	House With the Echo—A	1.80	325	Sixty Years Ago—A	.72
462	How Our Grandfathers Lived, 390-B	1.80	328	Sky Travel, 620-C	1.35
20	How the World is Fed—A	.94	431	Soldier Rigdale—A	.92
320	In Field and Garden, 590-C	.86	290	Some Curious Insects, 595-C	.36
298	Indians of the Oaks—A	.83	453	Sparks from Thousand Campfires, 398-B	.86
69	Indians of the Pueblos, 970-B	.83	307	Star Myths from Many Lands, 520-C	.79
437	It Happened in Australia, 919-B	.90	427	Stories of Ancient People, 930-B	.72
461	It Happened in South Africa, 916-B	.90	438	Stories of Chicagoland—B	.72
			17	Stories of Animal Life, 590-C	.72
			27	Stories of Outdoor Science, 500-C	.72
			13	Story of Health, 610-C	1.13
			467	Story of Lewis and Clark, 920-B	.54

319	Story of the Forest, 580-C	.69	482	Linn Dickson, Confederate—A	1.57
468	Talking Wires, 608-C	1.80	496	Little Book of the Flag, 929-B	.69
60	Ten Common Trees, 582-C	.54	360	Living Through Biography—Actions	
318	Thinkers and Doers—A	1.08		Speak, 920-B	.89
455	Tom of the Raiders—A	1.57	361	Living Through Biography—The	
435	Tommy Thatcher Goes to Sea—A	1.80		High Trail, 920-B	.89
432	Trading and Exploring—A	.62	359	Living Through Biography—Real	
446	Trailer Book, 620-C	.90		Persons, 920-B	.89
	True Bird Stories—A	.90	510	Longshanks—A	1.80
108	Voices of Verse III, 808.8-C	.72	493	Loving Heart—A	1.80
434	Washington, D. C.—B	1.35	489	Luck of Roaring Camp—A	.90
314	Weavers Children—A	.54	343	Manhattan—A	3.15
451	What the World Eats, 640-C	.83	492	Men and Mountains—A	2.25
54	White Patch, 595-C	.58	66	Method for Creative Design, 540-	
257	Wigwam Stories, 970-B	.90		C	2.25
443	Wonderful Locomotive—A	1.80	43	My Life as an Explorer, 921-B	1.69
128	World of Music, Songs of Many		57	New Illustrated Natural History of	
	Lands, 780-C	.76		the World, 590-C	1.79
GRADES 7 AND 8					
479	Adventures of Buffalo Bill—A	.69	363	New Pioneers—A	.77
353	Alaska, the American Northland,		44	New Wonderbook of Knowledge	2.25
	917-B	1.26	47	North to the Orient, 620-C	1.16
16	American Bird Biographies, 598-C	3.35	480	Ohio Valley Pioneers 970-B	.98
74	Art in Elementary Schools, 740-C	2.25	338	Our Great Outdoors—Mammals, 590-	
340	Asia, a Geographical Reader, 915-B	1.34		C	1.26
356	Ben Bidwell—A	.87	337	Our Great Outdoors—Reptiles, Am-	
478	Ben Comee—A	1.35		phibians and Fishes, 590-C	1.26
364	Best Dog Stories, 590-C	.92	24	Plants and Their Children, 580-C	.76
491	Black On White—A	1.35	104	Poetry Book VII, 808.8-C	.94
344	Bob North Starts Exploring—A	1.57	105	Poetry Book VIII, 808.8-C	.94
494	Boy at Gettysburg—A	1.57	72	Primary Handwork, 740-C	1.08
506	Boy's Life on the Prairie, 917-B	1.37	516	Quannah, Eagle of the Comanches,	
514	Boy's Life of Barnum, 921-B	1.80		970-B	2.25
507	Boy's Life of Roosevelt, 921-B	.92	513	Rainfall of the Earth, 550-C	.18
351	Boy's Life of the Wright Brothers,		48	Recent Inventions, 620-C	1.35
	920-B	.80	501	Red Coats and Blue—A	1.80
25	Boy's Own Book of Great Inventions,		332	Redskin and Pioneer, 970-B	1.14
	608-B	1.80	477	Road to Carolina—A	1.80
358	Bugle Call of Liberty—A	.62	488	Romance of the Civil War—A	1.12
509	Caravans to Santa Fe—A	1.80	349	Roosevelt's Letters to his Children—	
503	Careers Ahead, 607-C	1.12		A	.90
357	Careers in the Making, 607-C	1.08	499	Safe-Way Club, 320-B	.76
512	Circulation of the Atmosphere, 550-		490	Safe Living, 320-B	.72
	C	.14	502	Scalp Hunters—A	1.80
484	City of Seven Hills, 930-B	.80	483	Scarlet Coat—A	1.80
365	Daniel Boone, 921-B	.90	500	School Auditorium Program, 800-B	1.35
336	Diana Can Do It—A	1.80	51	Silver Chief—A	1.80
333	Dutch Boy Fifty Years After, 921-		52	Silver Chief to the Rescue—A	1.80
	B	.76	77	Social and Industrial Studies, Elem.	
354	Engineering for Boys, 620-C	1.80		Grades, 700-C	1.80
41	Everyday Foods, 640-C	1.52	334	South America, a Geographical Read-	
2	Farm Projects, 630-C	1.08		er, 918-B	1.34
6	Gardening, 630-C	1.44	481	Spaniards Mark—A	.92
347	Good Manners for Young Americans,		486	Stories of Greek Gods, Heroes and	
	395-C	.68		Men, 930-B	.80
345	Good Stories for Great Holidays, 800-		348	Stories of Luther Burbank and His	
	A	2.70		Plant School, 580-C	.79
335	Great Rivers of the World, 910-B	.90	87	Stories to Tell Children, 398-A	1.54
350	Heroes of Science, 920-C	.81	339	Story Book of Science, 500-C	2.25
8	Home and Community Hygiene, 610-		1	Story of Cotton, 600-C	.90
	C	2.70	485	Story of England, 930-B	.87
73	How to Show Pictures to Children—		341	Story of My Life, 921-B	.54
	C	1.98	517	Story of Other Wise Man—A	.62
86	How to Tell Stories to Children		505	Story of the Hawaiian Islands, 919-	
	370-A	1.74		B	.22
497	Hunters Long Ago—A	1.80	487	Story of the Middle Ages, 930-B	.80
68	Industrial Arts in the Elementary		508	Story of Water Supply, 610-C	1.13
	Schools, 749-C	2.16	498	Strange Corners of the World, 910-B	.90
362	Land of Evangeline, 808-A	.88	346	Summer, 550-C	1.02
59	Let's Learn to Fly, 620-C	1.35	495	Swords of Steel—A	1.80
			3	Today's Agriculture, 630-C	1.26

515	Virginia Cavalier—A	.90
109	Voices of Verse IV, 808.8-C	.72
511	Who Rides in the Dark—A	1.80
355	Women in American History, 920-B	1.57
49	Wonderbook of the Air, 620-C	2.25
127	World of Music, Blending Voices, 780-C	.80
76	World Famous Pictures, 750-C	2.38
342	Young Collector—A	1.57
504	Youth at the Wheel, 320-B	1.08
	Grades one to eight	
130	Golden Book of Favorite Songs, 780-C	.15
124	Music Hour, One Book Course, 780-C	.76
131	Silver Book of Songs, 780-C	.22
85	Sung Under the Silver Umbrella, 811-C	1.80
83	Told Under the Blue Umbrella, 811-C	1.80
84	Told Under the Green Umbrella, 811-C	1.80
129	World of Music, Singing Days, 780-C	.84

SOCIAL STUDIES

Grade Four

Unit I—The Story of How the Earth Came to Be (Stars and Planets)

397	Carpenter: Our Neighbors Near and Far	.90
258	Kinney: Stars and their Stories	1.12
399	Clark: Story of Caesar	.62
411	Mohr-Washburne-Beatty: Days Before Houses	.54
391	Aanrud: Solve Suntrap, Boy of Norway	.90
381	Hall: Viking Tales	.70
692	McIntyre: Cave Boy of the Age of Stone	.56
693	Weimer-Jones: Chats in the Zoo	.74
392	Baker: Stories of Old Greece and Rome	1.19
412	Mohr-Washburne-Beatty: Egyptians of Long Ago	.58
372	Hardingham: Round the Globe	.62
424	Wilder: Little House on the Prairie	1.80
	Unit II—Difference in Modes of Living are the Result of Natural Causes	
730	Carpenter: Our Little Friends of China	.72
418	Rowe: The Moon's Birthday (Stories about Chinese Children)	1.57
390	Aanrud: Sidel Longskirt (A girl of Norway)	.90
403	Gueber: Story of the Romans	.72
713	Hay: Happy Days in Holland	.68
715	Spyri: Jorli (Story of a Swiss boy)	.56
717	Schaare: Life of Daniel Boone	.45
722	Creedle: Little Jeems Henry (A little colored boy in a cotton patch)	1.35
726	Hoffman: Melika and Her Donkey (The Life of a North African donkey)	1.35
725	Lee: Marcos, A Mountain Boy of Mexico	1.80

732	Necking: Pigtales (Life in a Chinese village)	1.88
735	Walker: Shining Star, the Indian Boy	.72
421	Shaw: Big People and Little People of Other Lands	.54
417	Purnell: Little Yusuf (Syria)	1.80

SCIENCE

Grade Four

Unit I—Animal Adaptations for Securing Food

667	Burgess: Adventures of Buster Bear	.54
668	Burgess: Adventures of Grandfather Frog	.54
669	Burgess: Jerry Muskrat	.54
672	Burgess: Paddy the Beaver	.54
670	Burgess: Jimmy Skunk	.54
671	Burgess: Johnny Chuck	.54
673	Burgess: Peter Cottontail	.54
674	Burgess: Reddy Fox	.54
675	Burgess: Sammy Jay	.54
697	Villinger: Children of our Wilds (True stories of real animals)	.68
679	Sloane: Animal Pets From Near and Far	.63
681	Lewis: At the Zoo	.62
687	Palmer: Blacky Daw, the Story of a Pet Crow	.63
703	Baker-Baker: Dinty the Porcupine	.72
710	Califf: Fuzzy Wuzzy and Other Stories (Stories of human little animals)	.74
54	Patri: White Patch	.58
733	Peterson: Powderpuff	.67
737	Reynolds: Shug, the Pup	.63
731	Creedle: Pepe and the Parrott (A little Mexican dog)	1.80
55	Porter and Hansen: The Pond Book	.81
22	Cormack and Alexander: The Museum Comes to Life	.76
17	Bass: Stories of Animal Life	.72
241	Burgess: The Burgess Animal Book	2.70
28	Dunn and Troxell: Baby Animals	.63
29	Dunn and Troxell: By the Roadside	.70
30	Dunn and Troxell: In Field and Forest	.74
31	Eifrig: Our Great Outdoors, Mammals	1.26
50	Mix: Mighty Animals	.54
34	Fisher and Langham: Ways of the Wild Folk	.87
213	McFee: Forest Friends in Fur	.68
	Unit II—Plant Adaptations for Securing Food	
60	Stokes: Ten Common Trees	.54
55	Porter and Hansen: The Pond Book	.81
56	Porter and Hansen: Fields and Fencerows	.74
24	Dana: Plants and Their Children	.76
35	Fisher and Langham: World of Nature	.87
37	Fisher and Langham: In Field and Garden	.87
39	Fox: Flowers and Their Travels	1.35
53	Pack and Gill: Forest Facts for Schools	.90
63	Weeks: Children of the Pines	.72
64	White: The Farm Beyond the Town	1.57

722—Creedle: Little Jeems Henry (A little colored boy in a cotton patch)	1.35
260—Kirby: Aunt Martha's Corner Cupboard	.90
Unit III—Reproduction in Plants	
55—Porter and Hansen: The Pond Book	.81
56—Porter and Hansen: Fields and Fencerows	.74
24—Dana: Plants and Their Children	.76
39—Fox: Flowers and Their Travels	1.35
4—Pack and Gill: Forest Facts for Schools	.90
238—Allen: Our Cereal Grains	.87

LANGUAGE ARTS

Grade Four

Suggested material based on various reading experiences

243—Carpenter: Our Little Friends of Norway	.72
244—Carpenter: Our Little Friends of the Netherlands	.72

245—Chalmers: Talks About Our Country	.65
271—Perry and Beebe: Four American Inventors	.65
285—Yule: In Kimono Land	1.12
265—Nida: Letters of Polly the Pioneer	.72
269—Perdue: Child Life in Other Lands	.80
257—Judd: Wigwam Stories	.90
684—Faris: Bible Story Reader, Book IV	.80
690—Wilson: Book for a Nook (Prose, poems, plays and pictures)	.69
706—Cowles: Fairy Tales of Long Ago	.61
729—Baldwin: Old Greek Stories	.62
738—Mason: Smiling Hill Farm	1.44
743—Alden: Why the Chimes Rang and Other Stories	1.35
64—White: The Farm Beyond the Town	1.57
394—Blanchard: Chico	1.49
386—Sperry: One Day With Manu (Life on the island of Bora Bora)	1.80
401—Eskridge: Umi, the Hawaiian Boy Who Became King	1.80
410—Lattimore: The Seven Crowns	1.57

RECREATIONAL LIST

All books in the Recreational List will fit the requirements for either "A" or "B" in the Reading Circle requirements. A few, which are clearly indicated by the title will fit the "C" requirement also.

GRADES 1 AND 2

576 Adventures of Bunny Bob-Tail, Low Humorous adventures of a baby rabbit	1.00	589 Bobby Goes Riding, Baruch	1.12
577 Baby Animals on the Farm, Agnew-Coble	.70	590 Busy Little Brownies, Banta	.61
578 Barnyard Village, Groff-Diehl	.58	591 Cheerie Series, Set A	.72
How Mr. Blue Peacock won a beauty contest		Little Black Sambo, Three Bears	
579 Bible Story Reader, Book I, Primer, Faris	.74	Gingerbread Man, Little Red Hen	
Notable for beautiful illustrations in colors		592 Cheerie Series, Set B	.72
580 Bible Story Reader, First Reader, Faris	.83	Peter Rabbit, Lambikin, Henny Penny, Mother Goose	
Exceptionally well illustrated in colors		593 Children of Mother Goose, Cowles	.61
581 Bible Story Reader, Second Reader, Faris	.83	Thirty-four Mother Goose stories retold	
Exceptionally well illustrated in colors		594 Children's Favorite Stories, Smith	.54
582 Biff, the Fire Dog, Straub	.65	Retold for the little ones	
Experiences of a dog that lived in a fire station		595 Christmas Story, Cameron	.22
583 Billy and Blaze, Anderson	.90	Story of the Christ Child	
A little boy who loved his pony		596 Christmas Time, Schenck	.25
584 Billy Boy on the Farm, Hanthorn	.72	Happy times with Jack and Jane	
585 Billy Gene and His Friends, Lynch	.62	597 Circus Fun, Hanthorn-Jones	.67
Story of his friends, both people and animals		Story of a real circus full of gayety and fun	
586 Billy Gene's Play Days, Lynch	.62	598 Cock That Crowed at Two, Barnett	.90
Billy Gene plays at growing up		The Great adventure of Casper Cock	
587 Blaze and the Gypsies, Anderson	.90	599 Cotton-Tail Primer, Smith	.58
A story of a boy and his pony		Adventures of Bunny Cotton-Tail	
588 Brownies at Work and Play, Banta	.61	600 Cotton-Tail First Reader, Smith	.58
Collection of Brownie Stories		Story of toys that came to life	
		601 Cotton-Tails in Toyland, Smith	.58
		Interesting account of twelve common toys	
		602 Cubby Bear, Ellingwood	.76
		Adventures of talking animals	
		603 Early Cave Men, Dopp	.60
		Where and how the early cave men lived	
		604 Easter Time, Schenck	.22
		Happy time with Jack and Jane	

605	Everyday Doings in Healthville, Serl -----	.65	631	Now We Are Six, Milne -----	.79
	Adventures of Johnny and Jenny rabbit		632	Collection of poems for first grade	
606	Fairies of the Nine Hills, Banta--	.61		Once-Upon-A-Time Stories, Hix ---	.54
	Teaches lesson in honesty, industry, politeness and truth			Collection of stories such as Little Red Hen, etc.	
607	Fifty Funny Animal Tales, Smith	.54	633	Overall Boys, Grover -----	.74
	Charming short stories of animals		634	Polar Twins, Thompkins -----	1.35
608	First Year, Meadowcroft -----	1.12		Story of two polar bears, beautifully illustrated	
	Story of the Pilgrims in America		635	Polly Parrot, Winchell -----	.90
609	Fisherman and His Cat, DeWitt --	1.12		Polly's antics are most amusing	
	How Mike helped catch Heywood the Fish		636	Read a New Story Now, Walker ----	.63
610	Fluffy Cat's Tail, Sample -----	.90		Stories of animals in their own environments	
	Jolly story of how Fluffy Cat lost her meow		637	Read It Yourself Stories, Harris & Edmonds -----	.63
611	Fun at Sunnyside Farm, Minor ----	.76		Stories built around nursery rhymes	
	Aunt Ruth from the city visits the farm		638	Real Mother Goose, Jr. Ed. -----	.67
612	F-U-N Book, LaRue -----	.65		Happy selection of 68 best known and loved of these rhymes	
	Collection of fun stories for children		639	Round the World, Brann -----	.90
613	Gingerbread Man, Higgins -----	.58		Well Illustrated travel	
	An old old story retold		640	Sally and Billy, Hardy -----	.20
614	Good Times on the Farm, Sietz ----	.50	641	Sambo and the Twins, Bannerman --	.90
615	Helpers, Hardy-Hecox -----	.74		A new adventure of Little Black Sambo	
	Four stories about letters, fire, farming and riding		642	Sandy the Tin Soldier, Connor ----	.72
616	I Know a Story, Huber-Salisbury-O'Donnell -----	.80		The funny tin soldier brought to life	
617	I know a Surprise, Baruch -----	.90	643	Saturday at the Park, Smith -----	.22
	Nancy shares a surprise with her pets			Simple account of some actual experiences of real children	
618	In Rabbitville. Serl -----	.54	644	Snipp, Snapp, Snurr and the Big Surprise, Lindman -----	.90
	Community relationships of rabbit family			Adventures of three delightful Swedish boys	
619	It Happened One Day, Huber-Salisbury-O'Donnell -----	.83	645	Squirrel Tree, McElroy-Young -----	.47
620	Jack O'Health and Peg O'Joy, Herben -----	.41		Adventures of two squirrels	
	Fairy Tale		646	Story Book Tales, Ashton -----	.63
621	Jeremy Mouse and His Friends, Fitts -----	.63		A group of fables and fairy tales	
	Adventures of Jeremy and his friends		647	Tales from Story Town, Ashton --	.63
622	Joeko, Winchell -----	.90		Collection of folk tales	
	Amusing monkey which gets into much mischief		648	Teenie-Weenie, Dohaney-Baker ----	.63
623	Johnny Crow's Garden, Brooks ----	1.59	649	Thanksgiving Time, Schenck -----	.22
	Beautifully illustrated story book			At grandmother's	
624	Ki-ki, Craine -----	1.35	650	Things That Go, Mary Phillips ----	.90
	Story of a cunning circus dog			Simple stories of modern machinery	
625	Little Elephant Catches Cold, Washburn-McConnell -----	.90	651	Three Little Cotton-Tails, Smith ----	.58
	Antics of Little Elephant			Three little rabbits at home and school	
626	Little Story House, Mason -----	.63	652	Till Potatoes Grow on Trees, Brock	1.57
	Collection of children's stories			A group of nine amusing tales	
627	Mickey Mouse and His Friends, Nelson -----	.61	653	Treasure Chest of Nursery Favorites	.92
				Assortment of little children's favorite stories	
628	Mother Goose, Bolenius-Kellogg ----	.65	654	Two Little Indians, Maguire -----	.54
	Work and play book for silent reading			Childhood of the Indians	
629	Ned and Nan in Holland, Olmstead-Grant -----	.63	655	Two Little Runaways, Hix-Hardy--	.54
	Sympathetic understanding of people in Holland		656	Vacation Days with Fluff and Trixie. Butler-Belsley -----	.54
630	Never Grow Old Stories, Grover ----	.58		Valentine Days, Schenck -----	.22
	Retold from Aesop's Fables		657	Wag, a Friendly Dog, Gehres -----	.16
				Story of a friendly dog	
			658	Wag and Puff, Hardy -----	.56
				Story of a cat and dog	
			659	Wags and Woofie, Aldredge-McKee	.65
				Story of two little dogs	
			661	When We Were Very Young, Milne	.79
				Poems about animals for the first grade	

.79	662	Winnie the Pooh, Milne -----	.79	698	Children's Story Hour, Cowles -----	.51
.54		Amazing adventures of Christopher Robin, favorite big bear			Collection of children's stories and dramas	
	663	Yip and Yap, Dixon -----	.45	699	Chippy Bobby, Adventures of, Moran	.47
.74		Absorbing tale of two dogs		700	Story of a robin and a field mouse	
1.35		GRADES 3 AND 4			Cinderella, Jack the Giant Killer, Little Red Riding Hood -----	.51
	664	A B C of Birds, King -----	.47	701	Cowboy and Roundups, Nims -----	1.35
		A story of unusual birds			An eastern boy on a western ranch	
.90	665	Across the Cotton Patch, Creedle -----	1.35	702	Cuddly Kitty and Busy Bunny, Dennis -----	.47
		Group of children on southern plantation			Humorous story of a kitten, a bunny and a little girl	
.63	666	Adventures of Unc. Billy Possum, Burgess -----	.54	703	Dinty, the porcupine, Baker-Baker--	.72
	667	Adventures of Buster Bear, Burgess	.54		Collection of stories about pets	
.63	668	Adventures of Grandfather Frog, Burgess -----	.54	704	Down, Down the Mountain, Creedle	1.80
.67	669	Adventures of Jerry Muskrat, Burgess -----	.54		Hetty and Hank and the creaky squeaky shoes	
	670	Adventures of Jimmy Skunk, Burgess	.54	705	English Fairy Tales, Jacobs -----	1.42
.90	671	Adventures of Johnny Chuck, Burgess -----	.54		Collections of forty-four myths and legends of old England	
.20	672	Adventures of Paddy the Beaver, Burgess -----	.54	706	Fairy Tales of Long Ago, Cowles--	.61
.90	673	Adventures of Peter Cottontail, Burgess -----	.54		Fine old stories retold	
	674	Adventures of Reddy Fox, Burgess	.54	707	Fifty Indian Legends, June -----	.54
.72	675	Adventures of Sammy Jay, Burgess	.54	708	First Books of Birds, Miller -----	.86
.22	676	Alice's Adventures in Wonderland, Carroll -----	.72	709	Habits of birds; many colored plates	
	677	American Indians, Starr -----	.88		Five Little Bears, North -----	.45
.90	678	Animal Frolics, King -----	.47		Five little black bears and a can of white paint	
		Animals who act like people		710	Fuzzy Wuzzy and Other Stories, Califf -----	.74
	679	Animal Pets from Near and Far, Sloane -----	.63		Stories of charming human little animals	
.47	680	Apis, the Hive Bee, Frey -----	1.12	711	Going to School in Animal Land, Cowles -----	.61
.63	681	At the Zoo, Lewis -----	.62		Adventure stories of animals	
.63		Actual record of trip through the zoo		712	Goody Two Shoes, Goldsmith -----	.51
.22	682	Beaver, the Pawnee, Barrett -----	.54	713	Fairly tale of a school 150 years ago	
.90	683	Best Stories, Hardy -----	.78		Happy Days in Holland, Hay -----	.68
.58	684	Bible Story Reader, Bk. IV, Grade 3, Faris -----	.80		Lively story of two children in Holland	
.57	685	Bible Story Reader, Bk. V, Grade 4, Faris -----	.88	714	In the Days of Giants, Brown -----	.76
.92	686	Big Indian, McCandless -----	.58		Collections of sixteen Norse folk tales	
.54		Artistically illustrated		715	Jorli, Spyri -----	.56
.54	687	Blacky Daw, the Story of a pet crow, Palmer -----	.63		Story of a Swiss boy	
.22	688	Blue Bird for Children, Maeterlinck	.87	716	Life of Buffalo Bill, Schaare -----	.45
.16		The play in story form for children			Well illustrated	
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	692	Cave Boy of the Age of Stone, McIntyre -----	.56	719	Life of Kit Carson, Schaare -----	.45
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	693	Chats in the Zoo, Weimer-Jones -----	.74	720	Little Dog Mack, Youmans -----	1.35
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		Story of a prairie dog			A Pekingese with a fine pedigree	
	695	Children of the New Testament -----	.45	722	Little Jeems Henry, Creedle -----	1.35
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	697	Children of Our Wilds, Villinger -----	.68	723	Little Old Woman Who Used Her Head, Newell -----	.90
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				725	Marcos, a Mountain boy of Mexico, Lee -----	1.80
					A mountain Indian boy of Mexico	

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| 726 | Melika and her Donkey, Hoffman-- | 1.35 | 754 | Coconut Monkey, Morse ----- | 1.80 |
| | The life of a North African donkey | | | Prang a little Siamese boy and his adventures | |
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| | Stories Navajos tell around the fire | | 757 | Courageous Heart, James-James --- | .72 |
| 729 | Old Greek Stories, Baldwin ----- | .62 | | Life of Andrew Jackson for the young | |
| | Classic tales of Ancient Greece | | 758 | Cowboys of America, Tousey ----- | .45 |
| 730 | Our Little Friends of China, Carpenter ----- | .72 | | Western cowboy life a generation ago | |
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| | Story of a cottontail rabbit | | 762 | Florence Nightingale, Richards ---- | 1.75 |
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| | One of the oldest folk tales | | 763 | George Washington Lincoln, Thomas .90 | |
| 735 | Shining Star, the Indian Boy, Walker .72 | | | A little boy on a round the world steamer | |
| 736 | Shinkah, the Osage, Barrett ----- | .54 | 764 | Gift of the River, Meadowcroft --- | 1.80 |
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| | Story of a real dog | | 765 | Girls of the Bible, Snyder-Trout -- | .51 |
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| | Delightful story of farm life from early days to present | | | Story of a boy of old Fort Niagara, 1758 | |
| 739 | Three Little Indians, Leavitt ----- | .45 | 767 | Grey Owl and the Beaver, Cory ---- | .90 |
| | Story of Chippewa Indian children | | | An Indian naturalist who saved the beaver | |
| 740 | Told By a Dog, Stephens ----- | .54 | 768 | Indian Nights, Brown ----- | .80 |
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| 741 | Treasure Box of Stories for Children, Beckner ----- | 2.25 | 769 | Jack London's Stories for Boys ---- | 1.12 |
| 742 | Treasure in the Little Trunk, Orton ----- | 1.57 | 770 | Jackanapes, Ewing ----- | .51 |
| | Adventure story of a trip in a covered wagon in 1820 | | | Story of a great adventure | |
| 743 | Why the Chimes Rang and Other Stories, Alden ----- | 1.35 | 771 | Jerry and Grandpa, Wickstead ---- | .84 |
| | | | | The story of a loyal dog and his friends | |
| 744 | Animals of the Sagebrush Ranch, Pratt ----- | .90 | 772 | Jo's Boys, Alcott ----- | .90 |
| | Story of animal life on a western ranch | | | Another Alcott book | |
| 745 | Bad Penny, Morris ----- | 1.57 | 773 | Jolita of the Jungle, Peterson ----- | .72 |
| | Story of a half-breed Indian girl | | | A story of jungle people | |
| 746 | Best Short Stories for Children, 1st Collection, Brink ----- | .92 | 774 | Jungle Book, Kipling ----- | .92 |
| | Twenty-six new stories collected from magazines | | | Animal adventures in the jungle | |
| 747 | Best Short Stories for Children, 2nd Collection, Brink ----- | .92 | 775 | Key Corner, Evans ----- | 1.80 |
| 748 | Best Short Stories for Children, 4th Collection, Brink ----- | 1.08 | | Negro children at school | |
| 749 | Bible Story Reader, Bk. VI, Grade 5, Faris ----- | .92 | 776 | King Arthur and His Knights, Pyle 2.70 | |
| 750 | Billy Monkey, Fyleman-Wilson ---- | .90 | | A stirring tale of chivalry and romance | |
| | True tales of a London Zoo monkey | | 777 | King of the Golden River, Ruskin --- | .53 |
| 751 | Black Beauty, Sewell ----- | .87 | | Fairy tale which is interesting to all | |
| | Story of a horse | | 778 | Little Black Ant, Gall-Crew ----- | 1.37 |
| 752 | Boy Scout on the Oregon Trail, Martin ----- | 1.42 | | Real story of ants and how they live | |
| | Story of the scout pilgrimage over the Oregon Trail | | 779 | Little Erik of Sweden, Brandeis -- | .65 |
| 753 | Children of the Covered Wagon, Carr 1.80 | | | Travels in Sweden with posed pictures | |
| | A story of the Oregon Trail | | 780 | Little Farmer of the Middle West-- | .65 |
| | | | 781 | Little Journeys Through California, Gordon ----- | .68 |
| | | | | Travel | |
| | | | 782 | Little Stories of Well Known Americans, Large ----- | 1.34 |
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- 784 Mail Comes Through, Hall -----1.19
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- 785 Manga, Gill -----1.80
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- 786 Me and Andy, Kelly -----1.13
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Winter landbirds of Northwestern U. S.
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More Kindergartens for Missouri

by Mrs. Chas. A. Lee

"DO I HAVE to go home now?" This is the frequent query of the youngsters in the newly established kindergartens sponsored by the St. Louis and St. Louis County Clubwomen of the Eighth District, Missouri Federation of Women's Clubs. The significance of those words, to say nothing of the lasting benefits of kindergarten experiences to those boys and girls, is a fully satisfactory reward, these clubwomen feel, for the time and effort they spent gathering toys, furnishing equipment and wielding paint brushes.

Four public school kindergartens have been established as a result of the efforts of these clubwomen. The first kindergarten established as a part of this project was at Pattonville, February 28th, with an enrollment of 37. The next was opened at Riverview Gardens, March 21st, with 35 children in attendance. There were so many children who wished to enroll at the third—the Kinloch Park Kindergarten, for colored children—on April 18th, that two kindergartens had to be established—a morning and an afternoon class. By rejecting the younger children, the enrollment was cut finally to 67.

furnished the room, light, heat and janitor service in each case. An adjacent store building was rented at Kinloch Park for kindergarten purposes. Lack of room in the school building was thus overcome by the school board in this district. The success of these kindergartens was largely due to the well-prepared teachers that were employed, Mrs. L. H. Markland at Pattonville, Miss Lucile Short at Riverview Gardens, Miss Thelma Broomer at Kinloch Park. The superintendents were pleased with the kindergartens established as shown by a quotation from Mr. E. M. Lemasters, Superintendent at Riverview Gardens: "I am more enthusiastic than ever about the benefits of the kindergarten since ours has been established. I don't see how any school can afford to function without one."

In addition to the equipment from the Federated Clubs, each kindergarten received financial assistance to the extent of \$100 from the National Kindergarten Association. This organization has been very generous in Missouri. Mrs. Charles A. Lee, 203 Bompert, Webster Groves, is Missouri Field Secretary for this Association. Any Superintendent wishing to establish a kindergarten in any school

**Kinloch Park Kindergarten
Showing Equipment Made
by the National Youth Ad-
ministration.**



The Pattonville kindergarten was equipped by a group of alumnae from Lindenwood College Club. The Chairman of this committee was Miss Janet Stine of Webster Groves. The Riverview Gardens Kindergarten was equipped by the Monday Club of Webster Groves. The Kinloch Park Kindergarten was equipped by the Association for Childhood Education. Miss Jennie Wahlert, Principal of Jackson School and National President of the Association for Childhood Education was the Chairman of this equipment committee. Some of the tables, chairs, open shelves, easels and playground equipment were made by the National Youth Administration. The clubwomen paid for the lumber, donated congoleum rugs, victrolas, blocks, toys, and so forth. The school board

is invited to write to Mrs. Lee for information.

According to a kindergarten survey of St. Louis County made in January of this year there were eleven districts with approximately 1,000 children lacking kindergarten. June 1st there were 8 districts where there were enough children of kindergarten age (25 or more) without a kindergarten. Eighteen or over two-thirds of the school districts in St. Louis County do maintain kindergartens. They are Affton, Bayless, Brentwood, Central, Clayton, Ferguson, Jennings, Kirkwood, Ladue, Maplewood, Normandy, University City, Webster Groves, West Walnut Manor, Wright and the

(Cont. on page 298)

DISTRICT TEACHERS ASSOCIATION PROGRAMS

Six divisions of the M. S. T. A. will hold their meetings on October 13-14 in Kirksville, Warrensburg, and Maryville, and on October 20-21, in Springfield, Cape Girardeau and Rolla, three and four weeks, respectively, before the big Annual State Wide Convention of teachers to be held this year in St. Louis.

The outlook promises that each meeting will have an attendance larger than in the recent past years. Enrollments are piling up at the Headquarters Office in Columbia in numbers indicating wholesome increases in all parts of the State and a spirit of hope and progress is evident everywhere.

Central Missouri Teachers Association, Warrensburg, Oct. 13, 14.



Homer Clevenger

Officers

President, Homer Clevenger, 1602 Anthony, Columbia (formerly at Blairstown)

Vice-President, J. S. Maxwell, Warrensburg

Secretary, Fred W. Urban, State Teachers College, Warrensburg

Treasurer, G. E. Hoover, State Teachers College, Warrensburg

Executive Committee:

Homer Clevenger, Columbia

J. S. Maxwell, Warrensburg

F. W. Urban, Warrensburg



F. W. Urban

The Central Missouri District Teachers Association will be held October 13 and 14, at Warrensburg, Missouri.

The program thus far arranged will consist of four general sessions with Thursday afternoon devoted to sectional meetings of administrators, high school, elementary school, rural school, social science, mathematics, music, physical education, home economics, industrial arts, and commerce departments.

General Sessions

The first general session will be Thursday morning October 13 at 8:45 o'clock. The program will consist of an address by Josh Lee, United States Senator of Oklahoma; an address by Dr. John Rufi, Professor of Education, University of Missouri, on "New Challenges to Education," and an address by Miss

May Hare, Rural School Expert, State Department of Education, Topeka, Kansas.

Thursday evening the general session will be addressed by Dr. Henry Hitt Crane, Methodist Episcopal Church, Detroit, Michigan, on the subject "Oil for the Lamps of Education." Major W. H. Drane Lester, Federal Bureau of Investigation, United States Department of Justice, Washington, D. C., will deliver an address on "Modern Trends in Criminology."

On Friday morning the general session will be addressed by Ella Enslow, author and lecturer, on the "Little Schoolhouse in the Foot-hills." Honorable Lloyd W. King, State Superintendent of Schools will deliver an address and this will be followed by an address by Dr. W. F. Knox, President of the Missouri

State Teachers Association, on "Our Unfinished Task."

The fourth and last general session will begin Friday afternoon at 2:00 o'clock with the introduction of new officers. Music will be

furnished by the All District Orchestra and Chorus, with Paul R. Utt, Central Missouri Teachers College, directing. Vilhjálmur Stefánsson, Arctic explorer and lecturer will deliver an address on "New Frontiers of Peace and War."

Northeast Missouri Teachers Association, Kirksville, Oct. 13, 14.



Chas. F. Kirby

Officers

President, Charles Kirby, Atlanta
First Vice-President, Mrs. Mary H. Acuff, Paris

Second Vice-President, J. R. Ellis, Canton
Secretary-Treasurer, Dean L. A. Eubank, State Teachers College, Kirksville

Executive Committee:

Bessie Ray, Kirksville
R. G. Smith, Macon
Mrs. Juanita Sanders, Troy
A. R. Gwynn, Paris



L. A. Eubank

The Twenty-eighth annual meeting of the Northeast Missouri Teachers Association at Kirksville will open October 13.

General Sessions

The first general session will be presided over by Mr. Charles F. Kirby, President. An address of welcome will be delivered by Dr. Walter H. Ryle, President of Northeast Missouri State Teachers College, and a response will be made by President Kirby. The session will be addressed by Ella Enslow, author and lecturer on the subject "Little Schoolhouse in the Foothills," and by Dr. Henry Hitt Crane, Methodist Episcopal Church, Detroit, Michigan, on "Oil for the Lamps of Education."

The second general session will be held at the Kirk Auditorium on Thursday evening at 8:00 P. M. Mrs. Mary H. Acuff will preside. The meeting will be addressed by the Honorable Lloyd W. King, State Superintendent of Schools, and Dr. W. F. Knox, President of the Missouri State Teachers Association, on "Our Unfinished Task," which will be followed by a social hour of dancing.

The third general session will be at 9:00 A. M., Friday, October 14. Mrs. J. Russell Ellis will preside. The meeting will be addressed by Vilhjálmur Stefánsson, Arctic explorer and lecturer on "New Frontiers of Peace." The Honorable Josh Lee, United States Senator of Oklahoma, will deliver an address.

The fourth general session will be held at Kirk Auditorium, Friday, October 14 at 1:00 P. M. President Kirby will preside. Major W. H. Drane Lester, Federal Bureau of Investigation, United States Department of Justice, Washington, D. C., will deliver an address

on "Modern Trends in Criminology," and General Smedley D. Butler, former Commander-in-Chief of the U. S. Marine Corps, will address the convention on "My Visit to China."

Departmental Sessions

Thursday afternoon, October 13, will be given over to departmental sessions. The Rural and Elementary Education Department will meet at the Kirk Auditorium. Miss Sallie Pattinson will preside. The program will consist of music furnished by a county chorus of rural pupils of Adair County directed by Mrs. Leora Dabney, Midland School. The rural pupils of Montgomery County, directed by Mr. Emil Colbert, music supervisor of Montgomery County, will give a demonstration of rural school music activities, and "The Essentials for Elementary Education" will be discussed by Dr. Tressa C. Yeager, Principal of the Training School, State Normal School, Fredonia, New York.

The Department of Business Education will meet at 1:30 in Room 104 of the Library Building. Miss Bessie Elliott will preside. The program will consist of a forum on "Problems in Business Education."

The Fine Arts Section will meet at 1:30 P. M. in the Little Theatre and Miss Claire Wile will preside. "Clothes, a Form of Art in Everyday Life" will be the subject of an address by Miss Myra Jervey, Stephens College, Columbia, Missouri.

The School Administration Section will meet at 1:30 P. M. in the Greenwood School Auditorium. Mr. G. V. Burnett will preside. Dr. L. G. Townsend, Associate Professor of Education, University of Missouri, will discuss the

subject "The Responsibility of the Superintendent in the Public Relation Program."

The Mathematics Department will meet at 1:30 P. M., Room 201, Library Building, with Mr. G. H. Jamison presiding. Miss Florence Lane, State University of Iowa, will address the group.

The Agriculture Department will meet at 1:30 P. M., Room 203, Library Building. Mr. F. W. Hart will preside. Mr. Irwin T. Bode, Director, Conservation Federation of Missouri, will deliver the address.

The Languages and Literature Section will meet at 1:30 P. M., Room 101, Library Building. Mr. Byron Allen will preside. There will be a panel discussion of composition problems in the high school.

The Science Section will meet at 3:00 P. M. in Room 308, Science Hall. Mr. Clay Whitney will preside. Mr. C. J. Lapp, State University

of Iowa, will deliver an address.

The Department of Music will meet at 3:00 P. M. in the Junior High School Auditorium. Mr. Oliver Humo will preside. The program will include demonstrations of various music instruments.

The Social Science Department will have a luncheon Thursday, at 12:15 P. M. in the Science Hall Dining Room. At 1:30 P. M. the group will adjourn to meet with the Department of Fine Arts.

The Kappa Delta Pi luncheon will be on Friday, October 14, at 12:00 noon.

The Schoolmasters Club Banquet will be Thursday, October 13, 6:00 P. M. at the Masonic Temple.

There will be a football game between the Northeast Missouri Teachers and the Southwest Missouri Teachers at 7:15 P. M. Friday, October 14.

Northwest Missouri Teachers Association, Maryville, Oct. 13, 14.

Officers

President, Claude K. Thompson, Pattonsburg
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Second Vice-President, H. D. Williams, Mound
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C. K. Thompson



Bert Cooper

General Sessions

The first general session will be held Thursday morning at 9:00 o'clock in the College Auditorium. Mr. C. K. Thompson, President of the Northwest Missouri Teachers Association, will preside. The program will consist of music by the Northwest Missouri State Teachers College Conservatory of Music, Mr. Paschal Monk, Director. Mr. C. K. Thompson will give an address. The Honorable Lloyd W. King, State Superintendent of Schools, will deliver an address "Progressive Teachers and Their Contribution to Education and the Future American." Dr. W. F. Knox, President of the Missouri State Teachers Association will speak next on the subject "Our Unfinished Task." An address "Modern Trends in Criminology," delivered by Major W. H. Drane Lester, Federal Bureau of Investigation, United States Department of Justice, Washington, D. C., will conclude the morning session except for announcements.

The second general session will be held Thursday afternoon at 1:00 P. M. in the College Auditorium. Miss Hattie Jones will pre-

side. Mr. Vilhjálmur Stefansson, Arctic explorer and lecturer will deliver an address "New Frontiers of Peace and War," and Miss Ella Enslow will speak on the subject "Little Schoolhouse in the Foothills." The meeting will adjourn at 3:00 P. M. for departmental sessions.

The third general session will be held in the College Auditorium Thursday evening at 7:45 o'clock. Mr. Uel W. Lamkin, President of the Northwest Missouri State Teachers College, will preside. The program will consist of music by the Northwest Missouri District High School Orchestra, conducted by Mr. Paschal Monk and an address will be given by the Honorable Josh Lee, United States Senator from Oklahoma. Following the address a homecoming reception and dance will be held in the West Library.

The fourth general session begins Friday morning at 8:45 in the College Auditorium. Mr. H. D. Williams will preside. Dr. John Ruff, Professor of Education, University of Missouri, will deliver an address "New Challenges to Education." Mr. Francis Skaith,

Gower, will give the Necrology Committee report which will be followed by the address "More Abundant Living for All Children" delivered by Miss May Hare, Rural School Expert. Next will be the annual business meeting of the Northwest Missouri Teachers Association.

The fifth general session will be Friday afternoon at 1:00 o'clock in the College Auditorium. Mr. Leonard Jones will preside. Mr. C. K. Thompson will introduce the new Association officers. Following the introduction of officers will be an address "Oil For the Lamps of Education" delivered by Dr. Henry Hitt Crane, M. E. Church, Scranton, Pennsylvania. The meeting will adjourn for the departmental sessions.

Departmental Sessions

A joint session of College and High School Sections will meet Thursday afternoon, October 13 at 3:00 o'clock in the Social Hall. Mr. C. V. Stobaugh will preside. "Should Standards of Attainment be Lowered in the Missouri High Schools" will be the subject of a talk by Miss Mary R. Harrison, Park College. Superintendent R. J. Westfall of Savannah will talk on "Savannah's Technique for Meeting Individual Differences." Superintendent S. W. Skelton of Oregon will talk on "Disciplinary Problems in the Modern High School." Mr. E. R. Adams, State High School Inspector, will speak on "Missouri and the New Curriculum." The talk will be followed by a round table discussion led by Mr. Adams. There will be departmental meetings for those sections having an organization.

The Elementary School Section will meet Thursday afternoon at 3:00 P. M., in the West Library with Miss Arlene Hogan as Chairman. The regular business meeting will be followed by an address "Visualizing the Elementary Curriculum" delivered by Delmas Liggett, Superintendent of Gentry County Schools.

The Rural School Section will meet in the College Auditorium Thursday afternoon at 3:00 o'clock. Miss Emma Hartell will preside. The first part of the meeting will be used to appoint a nominating committee. Following the appointment of the nominating committee, two addresses will be delivered, the first, "The Rural Teacher's Work" by Ray Dice, Rural School Supervisor and the next "A County Library Project" by Mrs. Rhoda K. Doolin, Gallatin.

The High School Department will meet Friday afternoon at 2:15 o'clock in Room 207. Mr. C. V. Stobaugh will preside. The program

includes a talk "The Teacher as a Learner" given by Dr. John Rufi, University of Missouri, and "The Philosophy and Purpose of Secondary Education in Missouri" delivered by E. Stalling, Burlington Junction. Following the last talk will be the election of officers for next year.

The Elementary School Section will meet Friday afternoon, at 2:30 o'clock in the West Library. Miss Arlene Hogan will preside. The first part of the program will be devoted to music by Miss Helen Crahan, College Elementary School. Ira Young, Director of Research and Curriculum, University City, will address the group. "Rhythmics" by Miss Arlene Hogan will conclude the program.

The Commerce Division will meet in the College Auditorium Friday afternoon, at 2:30 P. M. Miss K. Virginia Myers will preside. Mr. R. L. Rahbor of the Southwestern Publishing Company will discuss "Present Day Bookkeeping for Present Day Bookkeepers." Miss Mary Lee Coffman, Lafayette High School, St. Joseph, will talk on "Functional Method of Shorthand."

The Vocational Guidance Division will meet at 2:30 o'clock, Friday afternoon, in Room 224. Mrs. Alice Workman is Chairman of the Division. The first part of the program will be a panel discussion and open forum on the topic "High School Guidance in Practice." Members of the panel are: Mr. Fred Keller, Tarkio; Mr. Buell B. Cramer, Smithville; Mr. Virgil Yates, Pattonsburg; Miss Lois K. Halley, Maryville, and Mr. Kyle Graham, Quitman. Dr. John Rufi of the University of Missouri will discuss "A Program of Guidance for the Small High School" and Mr. Wallace Croy will discuss "What Should Go Into the New State Course of Study for Guidance."

The Music Division will meet Friday afternoon, at 2:30 o'clock in Room 205. Mr. Paschal Monk will preside. The program will consist of music and demonstrations followed by a round table discussion.

The Rural School Section will meet Friday afternoon, at 2:30 o'clock in the College Auditorium. The nominating committee will make its report after which selections by the Rural County Chorus of Andrew County will be given. Mr. A. F. Elsea, State Director of Rural Education, Department of Education, will deliver an address "Why Educate." Grundy County's Rural School Band will furnish selections which will be followed by an address on "An Integrated Program of Elementary Education" by Miss May Hare, State Rural Supervisor, Topeka, Kansas.

RAILROAD RATES TO THE BIG STATE CONVENTION AT KANSAS CITY, NOV. 16-19.

Round trip first-class tickets will be available at approximately 21 $\frac{1}{4}$ c per mile each way, and round trip coach tickets at approximately 1.8c per mile each way. Both classes of tickets will have a return limit of 30 days in addition to the date of sale, and can be purchased without the use of identification certificates.

Southeast Missouri Teachers Association, Cape Girardeau, Oct. 20, 21.



Wesley Deneke

Officers

President, Wesley A. Deneke, Flat River
 First Vice-President, R. A. Harper, Sikeston
 Second Vice-President, Manard Willis, Poplar Bluff
 Secretary-Treasurer, L. H. Strunk, State Teachers College, Cape Girardeau
 Executive Committee:
 A. C. Magill, State Teachers College, Cape Girardeau
 Geo. D. Englehart, Leadwood
 C. E. Burton, Piedmont



L. H. Strunk

The Sixty-third Annual Meeting of the Southeast Missouri Teachers Association will begin October 20 in Cape Girardeau.

The first general session will be in the College Auditorium Thursday morning, October 20, at 9:00 o'clock. Walter Jenkins, Minister of Music, First Methodist Church, Houston, Texas, will give a recital; Mr. Jenkins will lead all group singing. W. W. Parker, President, Southeast Missouri State Teachers College will deliver the address of welcome; George S. Counts, Professor of Education, Teachers College, Columbia University, will deliver an address "A Program for American Democracy." The final address of the session, "Of the People, By the People, and For the People," will be delivered by Rabbi Ferdinand M. Isserman, Temple Israel, St. Louis.

The second general session, an all Missouri program dedicated to Mr. W. S. Dearmont, will begin at 1:30 Thursday afternoon. W. W. Parker will preside. Dr. W. F. Knox, President of the Missouri State Teachers Association will deliver an address "Our Unfinished Task"; Dean Theo. W. H. Irion, School of Education, University of Missouri, will give an address "Building a Missouri Culture." The last speaker on the program will be Lloyd W. King, State Superintendent of Schools, who will deliver an address "Missouri's Opportunity."

The third general session will begin Friday morning, October 21, at 9:00 o'clock. Mr. R. A. Harper will preside. Dean Vest C. Myers, Southeast Missouri Teachers College will act as chairman for a panel discussion of the question "Are the school subjects to be brought into the child's life as he feels a need for them, or do these subjects provide a way by which the child enters a broader world of ideas?" Harold Rugg, Professor of Education, Teachers College, Columbia University, New York and Ernest Horn, Professor of Education, State University of Iowa, in their addresses will present their views on the panel question. Other panel members are: H. L.

Bates, Caruthersville; I. F. Coyle, Flat River; L. B. Hoy, Gideon; Nellie Humphreys, Esther; and Aubrey Powers, Hillsboro.

The last general session will be held Friday afternoon at 2:00 o'clock. Mr. Maynard C. Willis will preside. The program will consist of an address "Ours to Reason Why" delivered by Edward E. Walker, San Francisco, California; selections by the Southeast Missouri Concert Orchestra, and presentation of the new president of the Southeast Missouri Teachers Association.

Departmental meetings will be held at 8:00 P. M., Thursday, October 20.

The Department of Language Teachers will meet in Room 202, Agriculture Building. A French play will be presented by the French Department of Poplar Bluff High School, Mary Ellen Saxon directing the play. The election of officers will be immediately following the play.

The Department of County Superintendents and Rural Teachers will meet in the College Auditorium. The group will have an address by Theo. W. H. Irion, Dean, School of Education, University of Missouri, and Fred Naeter, Editor, "The Southeast Missourian," Cape Girardeau, Missouri. A business meeting will follow.

The Department of Grade Teachers will meet in the Lorimer School Auditorium, 401 Independence. Features of the program are: a play presented by the reading classes of Lorimer School, an address "Reading Disability in Relation to Maladjustment" by W. J. Saune, Professor of Education, University of Missouri, and a reception for visiting teachers.

The newly created Department of Industrial Arts will meet in the drawing room of the Industrial Arts Building. There will be an election of officers followed by a round table discussion.

The Department of Agriculture will meet in the Lecture Room, Agriculture Building. Following the election of officers Mr. W. F. James

County Extension Agent for Butler County, will speak on the subject, "Problems of Agriculture in Southeast Missouri."

The Music Department will meet in the Wigwam, Agriculture Building. A 6:00 o'clock dinner will precede the meeting. The program will be as follows: vocal solo, Dorothy Waggoner, Cape Girardeau; violin duet, Constantine Johns and Mrs. E. Fleschner, both of Cape Girardeau; a capella choir of Central High School, Cape Girardeau, Frieda Rieck, Director; questions and round table discussion of several topics with their respective leaders are: Elementary School Music, Dean Douglas, Jefferson City; Content of Fundamentals Course, Wilhelmina Vieh, Cape Girardeau; Music Appreciation, Helen Mayer, Cape Girardeau; Voice, Clyde C. Brandt, Cape Girardeau; A Capella Choir, Frieda Rieck, Cape Girardeau; Orchestra, Louis P. Thomure, Crystal City; and Band, William Shivelbine, Cape Girardeau.

The Department of Practical Arts will meet in Art Room 304, Agriculture Building. Fred Dreher, Artist for "Southeast Missourian" will speak on the subject "Mexico, Its Art and Artists." A general open discussion will follow Mr. Dreher's talk.

The Department of Science will meet in Room 203, Science Hall. The meeting will be opened with a business meeting. Setting up a high school chemistry laboratory will be the subject of a talk by V. Lawrence Knepper of Sikeston. Byron Alexander of Kennett will talk on "Integrating Conservation." New Things in Science will be discussed by A. C. Magill, Teachers College, Cape Girardeau. The meeting will adjourn to visit a seismograph.

The Department of History and Social Science will meet in Benton Hall. There will be a panel discussion on "History and its Relation to the Social Studies Curriculum in the High School." Panel members and their subjects are: The Present Social Studies Curriculum in the High School and Present Trends in that Field, Coy James, Kennett; History and Its Relation to the Social Sciences, Mark Scully, Jackson; History and Utilitarianism, Lyndell Bagley; Culture Values and History, Arthur Wickmann, Jackson; and Do We Have Too Much or Not Enough History in the Present Social Studies Curriculum of the High School, W. A. Little, Jr., Greenville.

The first meeting of the Assembly of Representatives will be held in Room 307, Academic Hall, at 4:00 o'clock, Thursday afternoon.

The members of the Resolutions Committee are requested to meet in Room 308, Academic Hall, at 4:00 o'clock, Thursday afternoon.

There will be a football game between the Cape Girardeau Teachers College and the Kirksville Teachers College on Friday night at 7:30 o'clock.

The Varsity Club will sponsor a Homecoming Dance in the Houck Field House immediately after the football game. Teachers will be admitted upon presentation of their membership receipt, plus 75 cents.

The Hesperian Literary Society will have its annual alumni breakfast Friday morning at the Marquette Hotel at 8:00 o'clock.

The Peabody Breakfast for all Peabody Alumni will be held Friday morning, at 7:30, at the Home Economics Dining Room, Agriculture Building. Price per plate fifty cents. Reservations should be sent to Miss Helen Gould Allison, State Teachers College.

The Clio Alumnae Association will have a luncheon at the Marquette Hotel, Friday at 12:30 o'clock. Tickets fifty cents. Tickets will be on sale in the main corridor of Academic Hall Thursday and Friday morning.

The annual Superintendents' and Principals' dinner will be held at 6:00 o'clock Thursday evening in the Dining Hall of Centenary Methodist Church, Ellis and Bellevue Streets. Arrangements are being made by L. H. Strunk of the Teachers College. Reservations must be sent in early. Tickets, seventy-five cents.

The College Library has again invited all schools in Southeast Missouri to cooperate in an All-Southeast Missouri School Exhibit. The exhibit as planned will be "units of work" from the schools represented. It is assembled in Sorosis Hall.

Representatives of book companies and school supply houses have their exhibits in Clio and Statuary Halls, while sporting goods are exhibited on the ground floor.

A suggestion to teachers of available material for the observance of American Education Week, November 6-12, Book Week, November 13-19, and for the celebration of the Sesquicentennial of the U. S. Constitution, 1937-39 may be seen in Statuary Hall.

Boys and girls have a right to be protected against the cross currents of confusion in the modern world while they themselves are taking root, and grounding themselves in the wisdom of the ages. I happen to be a farmer, and know rain is good for the corn crop, but if it comes in April and May I am afraid of the result. I would rather it would come in July and August, and I would rather have a little dry spell in the spring, while the corn plants are striking their roots down in the soil; and it is part of the business of the public school to keep the children away from the great confused movements of the day while they are learning the great, eternal, essential truths that will help them and give them guidance when they are thrown out into the world and need it.

—P. P. Claxton.

South Central Missouri Association, Rolla, Oct. 20, 21.



Paul Breuer

Officers

President, Paul Breuer, Bland
 First Vice-President, Ralph B. Tynes, Belle
 Second Vice-President, Mrs. Cleone Skouby,
 Salem
 Secretary-Treasurer, B. P. Lewis, Rolla
 Executive Committee:

Paul Breuer, Chairman
 John F. Hodge, St. James
 Richard Terrill, Bland
 Eva Ann Bradford, Sullivan
 Mrs. Ethel R. Parker, Vienna



B. P. Lewis

The Forty-Sixth Annual Convention of the South Central Missouri Teachers Association will open at Rolla, October 20, at 9:00 A. M.

General Programs

The first general program will be held in the Rolla High School Auditorium Thursday beginning at 9:00 A. M. The program will open with music furnished by the St. James High School Band. Dr. E. E. Walker, Leland Stanford University, San Francisco, California, will deliver an address "Ours to Reason Why." A business meeting will follow the address.

The second general program will be held Thursday afternoon at 1:30 P. M., in the High School Auditorium. The Richland High School Band will provide the music for this session. Addresses will be delivered by Assistant Superintendent C. S. Robinson, Kansas City, Missouri, and President G. W. Diemer, Central Missouri State Teachers College, Warrensburg, Missouri.

The third general program will be held in Parker Hall, Missouri School of Mines, Thursday evening at 8:00 o'clock. The program will consist of a concert by the Missouri School of Mines R. O. T. C. Band, directed by John W. Scott and Dr. W. T. Schrenk,

Head of the Chemistry Department, Missouri School of Mines and Metallurgy, Rolla, Missouri, will give a liquid air demonstration.

The fourth general session will be on Friday morning at 8:30 in the Rolla High School Auditorium. The program will consist of group singing led by Miss Dorothy Parker, Hermann, Missouri, reports of committees, an address "Mental Hygiene" by Dean J. R. Sala, Christian College, Columbia, Missouri, and an address delivered by Dr. C. E. Germane University of Missouri, Columbia, Missouri.

The fifth general program will be held Friday afternoon at the Rollamo Theatre beginning at 1:15 o'clock. The Rolla High School will provide music for this program. Dr. W. F. Knox, President of the Missouri State Teachers Association will deliver an address on "Our Unfinished Task," Honorable Lloyd W. King, State Department of Education, Jefferson City, Missouri, will deliver an address, and the new officers of the Association will be introduced. Following the program a picture will be given to the visiting teachers and their out-of-town guests by the theatre management.

The departmental meetings will be held in the Rolla High School, Friday at 10:30 A. M.

IMPORTANT CONVENTIONS

Central Missouri State Teachers Association, October 13 and 14, Warrensburg.

Northwest Missouri State Teachers Association, October 13 and 14, Maryville.

Northeast Missouri State Teachers Association, October 13 and 14, Kirksville.

American Royal, October 17 to 22, Kansas City.

Southwest Missouri State Teachers Association, October 19 to 21, Springfield.

Southeast Missouri State Teachers Association, October 20 and 21, Cape Girardeau.

South Central Missouri State Teachers Association, October 20 and 21, Rolla.

American Education Week, November 6 to 12.

Missouri State Teachers Association, November 16 to 19, Kansas City.

National Council of Teachers of English, November 24-26, St. Louis, Mo.

American Vocational Association, November 30 to December 3, St. Louis.

American Association of School Administrators, February 25-March 2, 1939, Cleveland, Ohio.

National Education Association Convention, July 2-6, 1939, San Francisco, California.

Southwest Missouri Teachers Association, Springfield Oct. 19, 21.



Dessa Manuel

Officers

President, Dessa Manuel, Bolivar
 First Vice-President, Bertha Owings, Eldorado Springs
 Second Vice-President, Paul Matthew, Neosho
 Secretary-Treasurer, C. W. Parker, Ava
 Executive Committee:
 Dessa Manuel, Bolivar, Chairman
 Howard Butcher, Joplin
 C. H. Hibbard, Ava
 D. M. Craig, Lamar



C. W. Parker

The official program will be opened Wednesday afternoon, October 19, by a meeting of the Department of County Superintendents held at 2:30 P. M. in the Administration Building, State Teachers College. Mr. Earl E. Stubblefield, Cassville, is Chairman. The meeting will be addressed by Dr. Merle Prunty, Curriculum Director, Stephens College, Columbia, Missouri. Following the address there will be a business session. The meeting will be closed by an address by Ray T. Evans, Supervisor of Rural Schools, State Department of Education.

General Sessions

The first general session of the entire Southwest Association will be held Wednesday at 7:30 P. M. in the State Teachers College Auditorium. President Dessa Manuel will preside. Music will be furnished by the State Teachers College, Springfield. The program will consist of an address of welcome by Mayor Harry Durst and a response by Mrs. Findley, County Superintendent, Hartville. An address delivered by Reverend Cliff Titus, Joplin, and an address by Dr. Merle Prunty, Curriculum Director, Stephens College, Columbia, Missouri, will follow.

The second general session will be Thursday morning, 10:00 A. M. in the Shrine Mosque Auditorium. Drury College of Springfield will furnish the music. Dr. Harold Rugg, Columbia University, New York City, and Dr. Ernest Horn, University of Iowa, Iowa City, will deliver addresses. The addresses will be followed by a panel discussion.

The third general session will be held Thursday evening at 7:30 P. M. in the Shrine Mosque Auditorium. Music will be furnished by the Monett Senior High School. Dr. E. E. Walker, Author and Editor of Los Angeles, California, will deliver an address "Ours to Reason Why." Dr. George Counts, Teachers College, Columbia University, New York City, will also deliver an address.

The fourth general session will be held Friday afternoon at 3:00 o'clock in the Shrine Mosque Auditorium and will consist of a program of the District Chorus, Directed by Dr. R. Ritchie Robertson, Springfield.

The fifth general session will be held at the Teachers College Auditorium, 7:30 P. M., Friday

evening. The program will consist of musical numbers presented by the Springfield Civic Symphony Orchestra. "The Wingless Victory," a play by Maxwell Anderson, will be given by the Drama Group of American Association of University Women, Directed by Mrs. Sueturk Ozment. Following the play, a reception will be given in the library of the Teachers College. A short program will be given by radio stars from KGBX and KWTO.

Divisional Meetings

The Divisional Meetings will be held Thursday afternoon, October 20.

The Elementary School Division will meet at 2:00 P. M. in the Shrine Mosque Auditorium, Bertha Owings, presiding. Addresses will be given by Dr. Horn and Dr. Rugg.

The Junior-Senior High School Division will meet at 2:00 P. M. in the State Teachers College Auditorium. Miles A. Elliff will preside. The program will consist of music by the Springfield High School and an address by Dr. E. E. Walker.

Departmental Sessions

The Departmental Meetings will be held Friday morning at 10:00 A. M. with the exception of the Parent-Teachers Department which will begin their program at 9:30.

The Commercial Department will meet in the Kindergarten Room of the Education Building.

The Department of Vocational Education will meet in Room 108, Science Building, State Teachers College.

The Adult Education Department will meet in Room 210, Education Building, State Teachers College.

The Department of Rural School Teachers will meet in the Shrine Mosque Auditorium.

The Department of Physical Education will meet in the Education Gymnasium.

The Department of Trades and Industries will meet in Room 105, Science Building.

The Parent Teachers Department will meet in the Gymnasium, Administration Building.

The Home Economics Department will meet in Room 205, Science Building, Teachers College.

The Department of Dramatics and Forensics will meet in the Study Hall, Springfield Teachers College.

Candidates for State Superintendent of Schools

LLOYD W. KING OF MONROE CITY, Missouri, after an administration of four years was nominated by the Democratic Party, without opposition, as its candidate for a second term.

Lloyd King is a native Missourian, born near Palmyra, Marion County, Missouri, on June 12, 1892. He received the A. B. degree from



Lloyd W. King

William Jewell College and the A. M. degree from the University of Missouri. He has since done additional graduate work at the University of Missouri. His teaching career began at Palmyra and includes service as principal of high schools at Memphis and Shelbyville, a fourteen-year term as superintendent of schools at Monroe City, and a number of years as summer-session instructor in education at Culver-Stockton College, Canton.

Superintendent King entered military service as a private in the 19th Machine Gun Battalion, 7th Division, during the World War and served overseas for twelve months.

Superintendent King's professional affiliations include membership in the State Teachers Association, National Education Association, Council of Chief State School Officers, Horace Mann League, Missouri Vocational Association, and American Vocational Association. He has served as president of the Northeast Missouri District Teachers Association, president of the Missouri State High School Athletic Association, member of the executive committee of the national organization of Chief State School Officers, member of the legislative committee of the National Education Association, and member of various committees of the State Teachers Association. Superintendent King is now president of the Missouri Vocational Association. He is a member of the educational fraternities Phi Delta Kappa and Kappa Delta Pi. He serves as president of the State Board of Education, president of the State Board for Vocational Education, Director of Vocational Education, and Director of Vocational Rehabilitation for Missouri. He is a member of the Board of Regents of each of the five State Teachers Colleges. He is a member of the State Building Commission and the State Library Commission. He is a member of the Board of Directors of William Woods College.

Superintendent King married Adaline Miles of Shelbyville, Missouri. They have a daughter, Katherine.

Superintendent King is a member of the Methodist Church, of the Masonic Lodge, and of the Lions Club.

In seeking the second term, he pledges himself to the policy of continuing to administer the affairs of the Department of Education in a professional manner and of continuing to recognize the welfare of the boys and girls of the state as the primary consideration in the development of an educational program. He has surrounded himself with a technical staff of outstanding educators who enjoy the confidence and support of the school people of the state.

CD. SNODGRASS OF TUSCUMBIA, Miller County, Mo., was born on a farm near Vienna, in Maries County, Mo., October 2, 1890.

Attended the local public school: graduate of St. James High School, St. James, Mo.; received B. S. degree in education from Central Missouri State Teachers College, Warrensburg, Mo., and is now a graduate student of the University of Missouri; admitted to the Missouri Bar in 1928, and is licensed to practice law in the state and federal courts.

In 1916 he married Miss Edith Mabel Cordsmeyer, of Lanes Prairie, Mo. They have four children living; Melva Hagan, Trenton, Mo.; Irvin, a graduate of Tuscumbia High School; LeRoy, a junior in the same school; and Doris Jean, now in the fourth grade.

For seven years Mr. Snodgrass taught in the rural schools, four of which were in his home district. He was City Superintendent of Schools at Bland for two years; at Dixon for two years; at Brumley three years; County Superintendent of Schools of Maries County for four years. He is now completing his eleventh year as County Superintendent of Schools of Miller County. He served as President of the South Central Missouri State Teachers Association, and for years has been an active member of state and local associations.

From 1910 to 1916 Mr. Snodgrass farmed and is a member of the Missouri Farmers Association. In his college work he majored in Agriculture. He belongs to the Masonic and Modern Woodmen of America lodges, and is a member of the Church of Christ. Member of state and local bar associations.

His campaign literature states:

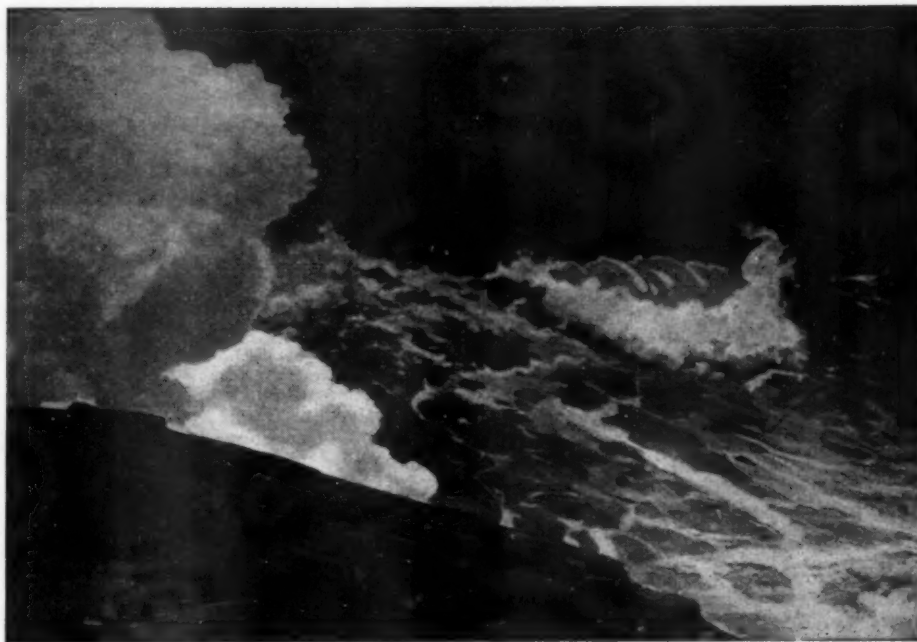
1. "He favors 100% financing of the 1931

(See next page)



C. D. Snodgrass

A NORTHEASTER by HOMER



A NORTHEASTER IS A STORM on the coast of New England when a north-east gale blowing day after day whips the Atlantic ocean into fury. Then the great waves, "too proud to be hurried even by the wind that made them" come riding in majestically and crash upon the granite ledges with a thunder that can be heard for miles. Lowell in his pictures from Appledore describes a Northeaster like this:

"How looks Appledore in a storm?

I have seen it when its crags seemed frantic
Butting against the mad Atlantic;

When surge on surge would heap enorm
Cliffs of emerald topped with snow,

That lifted and lifted, and then let go
A great white avalanche of thunder

A grinding, blinding, deafening ire
Monadnock might have trembled under."

Nobody but Lowell has succeeded in putting a Northeaster into poetry, and nobody but Winslow Homer has succeeded in putting one on canvas. The gloom and glitter of it all; the lift of the gigantic surge, and the deafening explosion of them upon the unyielding rocks; the writhing masses of seaweed torn up from below, and the strange wreckage thrown upon the ledges, combine to produce a fearsome spectacle of terrible beauty. One who has experienced it knows that it can never be adequately expressed in art of any kind; but he knows also that Homer has come nearest to achieving the impossible.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association

Columbia, Missouri

Thos. J. Walker, Secretary

Send for our P. R. C. order blank.

C. D. SNODGRASS

School Law, which he believes can be accomplished with present state taxes, provided there is efficient administration in the tax collecting agencies and economy is practiced in each state department. A fair and equitable distribution of all state money. He favors a fair, just, and impartial approval of high school transportation by bus routes for the counties and high school districts of the state.

2. "He believes that consolidations should be brought about by a vote of the residents of the districts affected.

3. "He believes in the integration of subject matter in unit form, well planned with reference books, text books and supplies, co-ordinated with methods of procedure for the State Course of Study, thereby making the Course of Study workable so that it can be used by the teachers rather than duplications, omissions, repetitions and disorganization of the subject matter."

SCHOOL IN CHICHICASTENANGO, GUATEMALA

by Selma Spitz

ONE day last summer, while walking around the market-place in Chichicastenango, my pedagogical ear caught a familiar sound,—children's voices in recitation.—I had spent the night in a little Mayan Inn in the mountains, and as there was a morning of leisure before me, I had decided to go to the market-place where the native Indians weave their gorgeous-colored materials. In this region dwell the pure-bred Indians descended from the Mayans, that artistic race whose tragic history strangely intrigues one. I had been looking at some beautiful hand-woven articles which an Indian was displaying, when interrupted by the children's voices.

Glancing back of the stalls through an open door, I was surprised to see about twelve little Indian girls of kindergarten age, seated at a long table. As I entered the room, all stood up at attention, and the teacher, a native Indian woman, greeted me with a smile. The little girls, for my benefit, then sang songs, whose words I could not understand, but their gestures made all intelligible. I found out then that the schoolhouses in these villages were always in the Plaza, fortified on the outside by the stalls in which were sold the native textiles, flowers and vegetables. Twice a week the Indian farmers come down from the mountains to display their wares. There were four rooms in this building, which was built of white plaster with a Red tile roof. The equipment, both as to furniture and books was crude. The children had one bottle of ink into which all dipped their pens, but, surprisingly, this seemed to cause no confusion. The girls had women teachers, and, in the same sort of building on the other side of the Plaza, was the boys' school supervised by men teachers, all native Indians. Spanish is taught in the schools and sometimes English; it is also very interesting to watch the children being taught weaving at little looms. During recess, the children marched with a sort of goose-step, but once outside, they were like children the world over, running and jumping and playing age-old games. I noticed that the boys played marbles just like our American youngsters.

In spite of what I considered scant tools with which to work, one characteristic was outstanding,—the unfailing courtesy and quiet ways of even these little Mayan children, inherited, no doubt, from ancestors of culture in an ancient civilization.

THE AMERICAN VOCATIONAL ASSOCIATION CONVENTION

The lively subject of vocational education will be discussed in St. Louis this fall by those most closely associated with it when the American Vocational Association holds its national convention from November 30 to December 3.

State Superintendent of Schools Lloyd W. King is chairman of the membership committee and indications are that more than 3000 persons, a large percentage of them from Missouri, will attend. Local arrangements are being carried forward under Dr. Henry J. Gerling, superintendent of instruction of the St. Louis public schools, and of Mr. F. J. Jeffrey, assistant superintendent in charge of vocational schools.

Nationally important figures will address the general meetings and leaders in their respective fields will speak at the sectional meetings. The program will also include representative speakers from both labor and industry. A banquet, an entertainment by commercial exhibitors called "The Ship's Program," and numerous breakfasts, luncheons and teas, as well as sight-seeing tours of the city, are planned for guests.

A good beginning has been made by the entertainment committee which, through the energetic chairmanship of Mr. M. R. Bass, director of the Ranken Trade School, St. Louis, has been expanded to include representatives of the St. Louis Chamber of Commerce, Anheuser-Busch, Monsanto Chemical, Emerson Electric, the city's department store and many other business and civic groups.

Chairmen of local committees not previously mentioned in this article are: Finance, Philip J. Hickey, secretary-treasurer of the St. Louis Board of Education; service, W. H. Begeman, principal of Hadley Vocational School, St. Louis; agriculture, J. L. Perrin; commercial education, D. Gordon Roach; home economics, Miss Louise Keller; industrial arts, G. H. Hargitt; industrial education, E. H. Daniels; part-time education, C. L. Wetzel; vocational guidance, Miss Betty Inmann; vocational rehabilitation, Miss Reta Mitchell; banquet, Miss Edena Schaumberg; convention book, Miss Minnie Isaacs; commercial exhibits, R. W. Hibbert; housing, L. R. Fuller; publicity, Miss Catharine Gunn.

(Continued from page 287)

newly-equipped classes in Pattonville, River-view Gardens and Kinloch Park. Central and Wright are rural schools.

It is generally agreed that children who are started in the first grade without a previous

school adjustment are handicapped. Realizing this fact a number of other clubs, in St. Louis County, have gone on record as being willing to equip kindergartens next fall. Thus through cooperation we hope to provide kindergarten training for every child of kindergarten age in St. Louis County.

ITEMS OF INTEREST

HIGH-FREQUENCY EDUCATION

Reservation by the Federal Communications Commission early this year of 25 channels in the ultra-high frequency band for nonprofit educational broadcasting has stimulated many requests from educational groups for use of such channels. New York City has been granted permission to set up a station for broadcasts which school officials hope will reach its entire school population. Cleveland, Ohio will operate a high-frequency station this year. A score of other city and county school systems, colleges and universities are considering making application for station-construction permits. One or two radio equipment companies are ready to quote prices on transmitting and receiving apparatus, and the Office of Education is gathering information to guide schools in making use of this new educational facility.

TEACHERS

More than 1,000,000 teachers are instructing this year's army of education seekers in the United States. Of this number nearly 100,000 are newcomers. Those who taught previously in all probability spent some of their vacation period attending summer sessions at colleges or universities, or in taking

extension work. That the training of teachers to instruct those who are enrolled in all types of classes and schools this year is a major undertaking, is indicated by an Office of Education announcement that more than \$220,000,000 is invested in the plants, equipment, and other property of teachers colleges and normal schools throughout the Nation. The average salary paid city school teachers is \$1,818 per year; rural school teachers, \$827 per year. Qualifications for teaching positions are constantly being raised in most of the States.

PUBLIC FORUMS

The public forum is becoming one of America's outstanding educational institutions. Throughout the Nation thousands of forums of various kinds and under various auspices will operate this year. Through emergency relief funds administered by the Office of Education, Department of the Interior, 36 communities in 21 States will get professional or clerical assistance in the development of forum programs to be directed by local educational authorities. Fifteen States will match Federal funds for employment of competent leadership for public forums.

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LESS UNIFORMITY

School-readiness tests, personal guidance, respect for each child's feelings and capabilities are doing much to put an end to a uniform type of education for every pupil and the expectation that each pupil will react uniformly to the same type of instruction or study.

FEWER FAILURES

Fewer children entering school this year will fail in their studies because larger numbers of schools today are adopting the unit plan of promotion. Under this plan three or four years of work are included in a project which a pupil may complete slowly or rapidly, according to his ability. Costly retardation, especially in the early elementary grades, and the psychological defeats children suffer when they fail are still with us, but not as much as in the past.

TWO HUNDRED SUBJECTS

A recent study of subject registrations in high schools revealed the fact that more than 200 subjects are being offered. This fact, alone, is an indication that teachers and school officials are making every effort to maintain the interest of all by varying the curriculum to meet the needs of the approximately 70 per cent of our country's high-school age population seeking a democratic secondary-school education. Fifty years ago, when only 200,000 pupils were in public high schools, only nine different subjects were offered.

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CHANGING REPORT CARDS

The traditional report card with its A's, B's and F's, or its 90's, 80's, and 60's is rapidly being supplanted in many school systems by more complete reports to parents concerning the child's progress in school, his interests, dislikes, character traits, habits of learning, attention, and achievements.

WELLSTON

Millard M. Halter has been elected principal of the high school at Wellston and Donald Nibeck was chosen as his first assistant. Both men have been on the high school faculty for a number of years. Owen Thompson of Maryland, Missouri, and James Ream of Greenridge, Missouri, have been assigned principalships of elementary schools.

Wellston schools have adopted a "no failure" policy, believing that every boy and every girl can succeed in something according to his or her ability level. Also promotion by units rather than by grades based primarily on reading readiness regardless of chronological age, has been introduced.

Grants by the P. W. A. have recently been authorized to the following schools: Independence, dormitory \$33,930; Liberty, school \$250; Sturgeon, school \$9,000.

WPA IN MISSOURI SCHOOLS

A total of eighty-two new school buildings have been erected on WPA projects and with additional 327 school buildings have been improved in Missouri.

Facilities for outdoor recreational activities in Missouri have been increased by the provision through WPA projects of thirty-four new athletic fields and forty-five playgrounds. Improvements have been made in 200 existing athletic fields and playgrounds.

County Superintendent Otto Aldrich of Butler County has secured from PWA sources \$126,000 to be used in repairing, renovating and decorating rural schools in his county. A portion of the money will be used in landscaping school grounds.

More than 860,000 lunches have been served to Missouri school children through WPA projects.

WPA non-construction projects have rebuilt and renovated 137,000 public school and library books for Missouri.

The National Youth Administration in April, 1938, was aiding 9,932 students participating in the Missouri Student Aid Program. Of these, 7,130 were high school students, 2766 college students, and 36 graduate students.

NEW MEN IN THE STATE DEPARTMENT OF EDUCATION

L. A. Van Dyke has recently been appointed to a position in the State Department of Education.

Glenn Featherston, superintendent of the Huntsville schools for the past nine years, has been appointed Director of Research in the State Department of Education. Tom McFarrell, principal of the Huntsville high school, will succeed Mr. Featherston as superintendent.

C. C. Conrad, formerly superintendent of schools at Jackson, will go to the State Department of Education as an Elementary Supervisor.

Roy E. Freund has been elected principal of an elementary school in Jefferson City. Mr. Freund was formerly superintendent at Houstonia.

Moberly has been granted \$65,454 of Federal Aid for school improvements.

Owensville will have some improvements made in their school plant. A grant of \$14,727 will supplement local funds.

Free Junior College in St. Louis

Plans have been completed for a free junior college in St. Louis, according to Henry J. Terling, Superintendent of Instruction. The college, divided into sections for white and negro students, opened September 6, along with other branches of the public-school system. Only St. Louis residents who have been graduated in the upper two-thirds of their high school classes will be eligible.

FREE JUNIOR COLLEGE IN ST. LOUIS

Superintendent R. L. Terry of Laclede is effectively carrying on a continuous census for the Laclede public schools.

Transportation programs established by school districts of Missouri are making it possible for a larger number of boys and girls of the State to obtain a high school education each year. The State Department of Education has estimated that 2,000 busses will transport 50,000 students this year.

The rural schools approved by the State Department of Education increased 270 in number over the school year 1936-37. The total number of approved schools for the school year 1937-38 was 1265.

Missouri high schools are continuing to add music to their program of studies. Either vocal or instrumental music was offered for credit in 523 high schools of the State during the school year 1937-38.

President Diemer of Central Missouri State Teachers College, Warrensburg, announces a record enrollment of 969 students.

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NEW BOOKS

GROWTH IN READING, A Basic Course in Reading for the Seventh, Eighth, and Ninth Years, Book One, by Robert C. Pooley and Fred G. Walcott—William S. Gray, Reading Director. Pages 574. Published by Scott, Foresman.

Reading still occupies its place among the so-called important courses. The improvement of reading still consumes no small amount of the teacher's time but materials presented to the reader as well as methods used by the teacher still play an important role in the amount of progress achieved by the educand. "Growth in Reading" recognizes two needs; first, reading material for the seventh grade must be easier and coincide more with the interests and abilities of the age group and second, definite reading instruction is necessary at the seventh grade level. The so-called "standard classics" have been used only when they make a definite contribution to a unit. That literary quality has not been sacrificed is evident when one examines the selections offered.

ECONOMIC AND BUSINESS OPPORTUNITIES, by Clyde Beighey, Head of the Department of Commercial Education, Western Illinois State Teachers College, and Elmer E. Spanabel, Principal of the Holmes School, Pittsburgh, Pennsylvania. Published by The John C. Winston Company. Pages 602 plus viii.

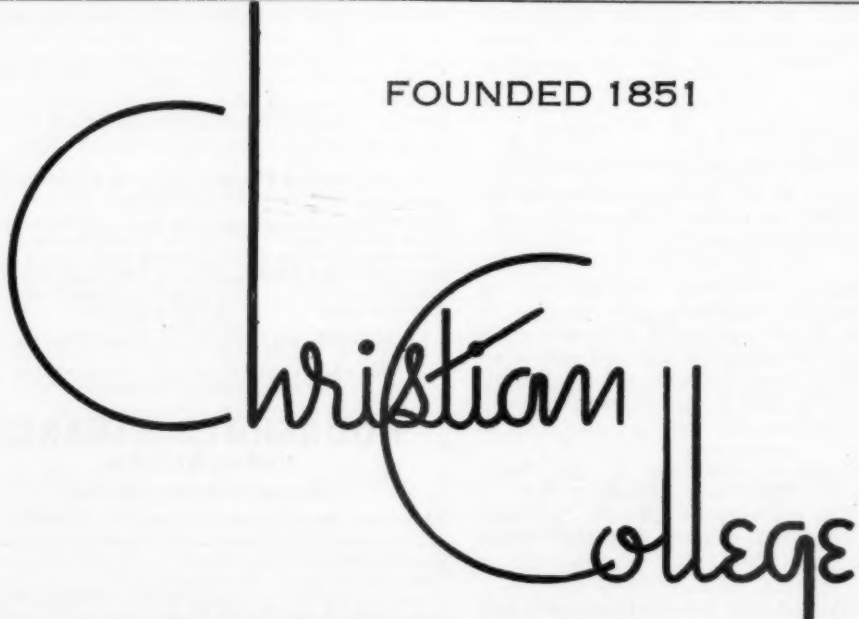
Written to provide a well rounded presentation of economic and business problems to the high school student by giving actual cases for study of the problems of living and making a living in place of abstract theories.

The book is well illustrated with ample cartoons, surveys, facsimilies of business forms, photographs portraying important economic conditions, and graphs presented in excellent form.

Stimulating activities which may be adapted to meet individual capacities, are provided at the end of each chapter.

The part of the book written for consumers has carefully selected materials that should do much toward educating youth to become intelligent consumers in this age of many choices.

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DAILY-LIFE ARITHMETICS, Book One, by Guy T. Buswell, Professor of Educational Psychology, University of Chicago; William A. Brownell, Professor of Educational Psychology, Duke University and Lenore John, Instructor in Laboratory School, University of Chicago. Illustrated by Herbert Paus, Kayren Draper and Florence Heyn. Pages 574 plus x. Published by Ginn and Company. Price \$1.00.

An arithmetic planned with a definite philosophy as to how the subject should be taught. The authors use problems, materials, and illustrations that will surely appeal to the young citizen in grade three or grade four. The problems are related to the daily activity of the average child. The instructional program is designed to help the pupil not only to understand arithmetic but cause him to appreciate its usefulness in the early part of life. Individual differences are provided for by a set of marks that indicate extra practice or help for the slow pupils or a challenge for brighter ones.

YOUR PLACE IN LIFE AND HOW TO FIND IT, A Handbook of Opportunity for Youth, Edited by John B. McDonnell. Pages 28. Published by the Trailblazers, Champaign, Illinois. Price .25.

Among the most important decisions, if it can be called a decision, in life is that of choosing a vocation or life's work. One is immediately confronted with the very distressing difficulty of finding information that is reliable about the thousands of occupations we have in the United States.

"Your Place in Life" presents a panorama of active vocations not requiring a college or university education, though many of the careers when entered upon often lead to a college education as one may discover when leading into telephony, refrigeration, baking, welding, plastics, or printing. This book of 28 pages surveys twenty-two major vocations and indicates thirty-eight related ways of making a living. The editor has secured the services of an executive of the Appolo Metal Works of Chicago, twenty-two tradesmen, engineers, and business men in an effort to help the youth of today make a wise vocational choice.

Information about the nature of the work, importance of the vocation, educational requirements, method of training, opportunities in the field, seasonal fluctuations, rates of pay, permanence of employment, extent of unionization, time required, how to get started, occupational hazards, allied work, and a look into the future of the vocation are included in the discussion of the various vocations. Biographical notes and a limited but up to date bibliography presents an avenue for further exploration.

This book should prove to be very helpful to high school boys, co-ordinators, teachers, parents, social workers, and vocational guidance counselors.

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FINDING YOURSELF, by Hiram N. Rase-ly. Pages 209. Published by the Gregg Publishing Company, New York. Price \$1.00.

A book that is written with the intention of helping those who have problems and adjustments to make that are essential before they can get employment or receive advancement. It presents materials that are helpful and stimulating in situations from that of improving an interview with a prospective employer to ways of pushing ahead to the highest executive post in the business world. The appendix has a rather extensive personal analysis questionnaire chart.

THE AMERICAN PEOPLE, by Walter A. Hamm. Published by D. C. Heath and Company. Pages 1054 plus lvi. Price \$2.20.

Wars and political campaigns are minimized in this American history text for the eleventh grade. The French and Indian War for an example of concise treatment including the treaty of peace, is given approximately one page of space. However, social, economic, and political causes and results of wars receive the emphasis due them. Clarity of style and simplicity of vocabulary used add to the usefulness of the book.

Considerable emphasis is placed on recent events. Approximately 40% of the book deals with that part of our history since 1900.

The many original drawings are the type that will stimulate interest and thought in the trends and development of American life.

INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE

By Douglas C. Ridgley and Sidney Ekblaw. Cartography by Geo. R. Means. Pages 658. Published by the Gregg Publishing Company. Price \$1.84.

The book, a well planned, well written, illustrated text for colleges and secondary schools is divided into six parts and forty-two chapters. Parts I, II, III discuss the stage upon which man works. Part IV treats of Races and Occupations. Part V discusses climate as one of the fundamental environments, and Part VI comprising over one-half the book and thirty-four chapters deals with Life, Occupations, and Products. The book is well arranged for teachability and the publishers can supply workbooks and teachers manuals as well as test materials to accompany the text.

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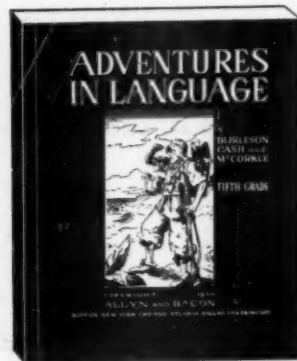
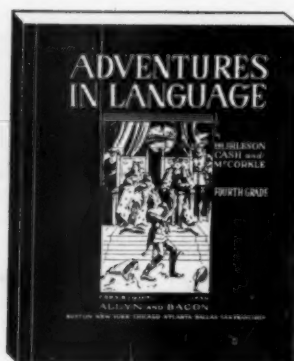
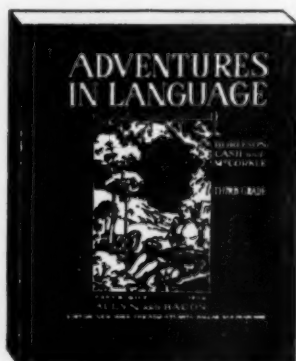
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